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AUTHOR Schenck, E. Allen; Beckstrom, Sharon
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ABSTRACT

Chapter 1 schoolwide projects are intended to serve educationally disadvantaged students by improving the instructional program provided to all students in high-poverty schools. This report provides a comprehensive look at schoolwide projects in the 1991-92 school year, using data from surveys of all schoolwide project schools. The response rate was 93 percent for school district questionnaires and 91 percent for school building questionnaires. Site visits to six project sites provided additional information. Chapter 1 schools tend to be located in large urban, high-poverty school districts with a high proportion of minority students. Eighty percent of students in project schools are Black or Hispanic, and 20 percent are Limited English Proficient. Schools have implemented schoolwide projects to be able to serve more students with more flexibility in use of resources as well as to avoid restrictions on service delivery. The most popular strategies for schoolwide projects included parent education and involvement projects, staff development, and computer assisted instruction. It appears that the schoolwide projects approach is leading to better achievement gains by educationally disadvantaged students. Thirty-three tables present survey findings. Five appendixes present survey questions and methodology, tabulations of responses, and a discussion of common themes. (SLD)

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CHAPTER 1 SCHOOLWIDE PROJECT STUDY

FINAL REPORT

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Chapter 1 Schoolwide Project Study

Final Report

1993

E. Allen Schenck
Sharon Beckstrom

RMC Research Corporation

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Executive Summary

Chapter 1 schoolwide projects are intended to serve educationally disadvantaged students by improving the instructional program provided to all students in the school. Chapter 1-eligible schools with poverty levels of 75 percent or higher are qualified to operate a schoolwide project. Passage of the Hawkins-Stafford Amendments to the Elementary and Secondary Education Act (P.L. 100-297) in 1988 allowed school districts to operate schoolwide projects in high poverty Chapter 1 schools without having to provide additional local funds for students not eligible for Chapter 1 services. During the first two years of the Hawkins-Stafford Amendments, the number of schoolwide projects tripled. During the next two-year period this number more than tripled again.

Through the 1992 National Assessment of Chapter 1 Act (P.L. 101-305), Congress required the U.S. Department of Education (ED) to describe and evaluate these schoolwide projects. The study of Chapter 1 schoolwide projects described in this report was conducted to provide part of the information the Department needed to meet this requirement. This study obtained detailed information on the nature of schoolwide projects—their settings, how they were planned, the services they provided, and their impacts on schools, services and student performance. The information provided by this survey was also intended to inform the reauthorization of Chapter 1 in 1993.

Study Design and Methodology

A survey of Chapter 1 schoolwide projects was conducted based on two mailed questionnaires—one describing the schoolwide project school and services, and the other describing the school district. The questionnaires were designed to provide information in the following five areas:

- characteristics of schoolwide project districts and schools;
- influential factors in planning schoolwide projects;
- services provided in schoolwide project schools;
- implementation and perceived impacts; and
- the accountability requirement.

The questionnaires were sent to all schoolwide project schools and the school districts in which they were located in January of 1992. The response rate was 93 percent for the district questionnaires and 91 percent for the school building questionnaires.

To supplement the mail questionnaires, case studies were carried out in six schoolwide project schools from around the country. These cases studies were designed to produce more detailed information about the schoolwide project community and school, the planning process, interactions with other educational reform efforts, organizational changes, instructional strategies, staff development, support services, parent and community involvement, and the effects on student performance. The sites were selected to illustrate a variety of projects that incorporated linkages with Chapter 1 program improvement plans, were implementing interesting instructional strategies, or were linked with broader state or local reform efforts. The information obtained from these case studies was used to help interpret and illustrate the findings of the survey.

The major findings from the schoolwide project study are summarized below within each of the five study areas.

Characteristics of Schoolwide Project Districts and Schools

- ★ Chapter 1 schoolwide projects tend to be located in large, urban, and high poverty school districts. The districts with the highest poverty, however, tend to be the smaller districts due to the stronger influence of the schoolwide project school's high poverty on the district average.
- ★ The proportion of minority students in schoolwide projects is relatively high. Four out of five students are Black or Hispanic; one out of five are limited English proficient (LEP).
- ★ Of the 1,000,000 students in schoolwide project schools, 700,000 are educationally disadvantaged. More than half of the students are educationally disadvantaged in 80 percent of the schoolwide project schools. Almost 40 percent of the students in districts with schoolwide projects are educationally disadvantaged. Even within these relatively high poverty school districts, there is a strong relationship between poverty level and the number of educationally disadvantaged students.
- ★ Within districts with schoolwide projects, three out of five public schools receive Chapter 1 services, one out of four has a sufficiently high poverty level to qualify for a schoolwide project, and 15 percent are operating one.

Influential Factors in Planning Schoolwide Projects

- The main reason that schools applied to become a schoolwide project was the increased flexibility in service delivery and instructional grouping. The major advantage cited was the ability to serve more students.
- The most influential people in the decision to apply to become a schoolwide project were the building principal and the district Chapter 1 coordinator.
- Five out of six schools spent less than one year planning the schoolwide project; almost half spent less than six months.
- Three out of five schools were also identified for Chapter 1 program improvement at some point during the process of planning or implementing the schoolwide project. Over half of these schools used the schoolwide project plan for the program improvement plan. On the other hand, only 12 percent of all schools indicated that identification for Chapter 1 program improvement was one of the most important reasons for applying to become a schoolwide project.
- Half of all schoolwide project schools reported encountering no obstacles in applying for a schoolwide project. The most frequently mentioned obstacle was planning how the required three-year accountability comparison would be conducted.

Services Provided in Schoolwide Project Schools

- Schools reported introducing or strengthening a wide variety of activities, programs or strategies as a result of implementing the schoolwide project. At least three out of four schools indicated parent education/involvement, staff development, and computer assisted instruction. Two-thirds of the schools mentioned coordinated and integrated curriculum and supplemental instruction for low-achieving students from certified professionals.
- Activities, programs or strategies that more directly suggest schoolwide reform, e.g., heterogeneous grouping, regrouping for instruction, or adopting/adapting exemplary or generic programs, were mentioned less often.
- About half of the schools reported using the schoolwide project to reduce class size. These schools indicated reducing class size in only 60 percent of the grades they served. The average reduction was from 27 to 19 students. These schools were just as likely to

mention other activities, programs or strategies as those schools that did not indicate reducing class size.

- Two out of five schools reported that Chapter 1 services were distinguishable from the regular program, primarily because additional services or personnel were provided for their educationally disadvantaged students. However, the use of a different service delivery model, including pull-out, was also mentioned frequently as the reason that services to educationally disadvantaged students could be distinguished from the regular program.
- Almost all schools were influenced by someone from outside the school when deciding which services to introduce or strengthen; the most frequent sources of influence were the district Chapter 1 coordinator and other non-Chapter 1 district staff.
- Schools influenced by higher education institutions, educational laboratories and centers, or outside consultants were more likely to have adopted or adapted an exemplary or generic program.
- Components of school improvement mentioned by most schools included raising student achievement levels, increasing parent involvement, improving the performance of low-achieving students, and creating high expectations for student performance.

Implementation and Perceived Impacts

- About 75 percent of all schools identified money and/or resources, lack of parent involvement, and teacher time and energy as major or minor problems in implementing school improvement efforts.
- Schools with higher percentages of LEP students were more likely to identify staff disagreement over goals to be a problem in implementing school improvement. Such schools were also more likely to have disagreed over the structure of the schoolwide project during the planning process.
- About half of all schools and districts reported no disadvantages to having schoolwide projects. No type of disadvantage was reported by more than 12 percent of the schools or districts. Of the disadvantages that were reported, paperwork and time requirements were mentioned most frequently, followed by concerns about limited funding and fewer services for Chapter 1 students. Also mentioned relatively frequently by districts were

decreased funding for other schools and the special maintenance of effort requirement for schoolwide projects.

- About half of all schools had no suggestions for changes in legislation regarding schoolwide projects. The most frequently suggested changes were less reliance on NCE gains (10%), increased funding, more fluid use of funds, and a lower poverty percentage requirement (all 7%).
- Virtually all schools and districts reported that schoolwide projects had contributed to greater cooperation and coordination across categorical programs. More schools and districts chose greater flexibility in using instructional materials and equipment to describe this cooperation and coordination than chose improved staffing and services for students.
- More than 90 percent of the districts with one or more Chapter 1 schools without a schoolwide project reported no reductions in Chapter 1 services to these schools as a result of operating a schoolwide project in one or more schools.
- In over two-thirds of the districts, staff development in schoolwide project schools was described as more inclusive of all staff than in other Chapter 1 schools; in half of the districts, schoolwide project schools received more hours of staff development; and in one-third of the districts, staff development in schoolwide project schools was more focused on serving educationally disadvantaged students. Also, the average staff development hours reported by schoolwide project schools was higher in schools with higher percentages of educationally disadvantaged students.
- Over half of the districts reported more frequent district site visits and more technical assistance to schoolwide project schools than to other Chapter 1 schools. Over half of the schools reported more district site visits and more technical assistance since becoming a schoolwide project school.

The Accountability Requirement: Results and Issues

- Less than ten percent of all schoolwide projects had been in operation for at least three years prior to the 1991-92 school year. One-third of all schoolwide projects were in their first year of operation.
- About three-fourths of all schools, especially those with more recently implemented schoolwide projects, had compared or planned to compare the achievement gains of their

students with the gains of the Chapter 1 students in their school during the three years prior to becoming a schoolwide project (the "same school" comparison method).

- ★ Almost all schools had based their accountability comparisons on NCE gains on norm referenced tests. Other measures, such as criterion referenced tests, grades, checklists, and writing samples, were each mentioned by fewer than one-fourth of the schools.
- ★ Where results were available, the accountability comparisons favored the schoolwide project services in almost 90 percent of the schools.
- ★ Three out of five schools experienced no difficulties in developing or implementing the accountability comparisons. About one in six schools had difficulty with each of the following: data availability, deciding on which measures to use, determining which students to include, and the availability of qualified staff. About one in six districts also had difficulty in each of these areas.
- ★ Districts addressed most of the difficulties they experienced most frequently by asking the state Chapter 1 office for assistance, followed by requesting assistance from a Chapter 1 Technical Assistance Center or Rural Technical Assistance Center. To address the lack of qualified staff, the most frequent action was to obtain assistance from an outside evaluation consultant.

Conclusions and Implications

Schoolwide projects are implemented in high poverty schools; thus, these schools and their districts are characterized by features and conditions commonly associated with poverty in this country: highly populated, urban centers; relatively high concentrations of ethnic and language minorities; and high concentrations of educationally disadvantaged students. Implementation in high poverty schools is not the only reason that schoolwide projects may be an efficient method for serving educationally disadvantaged students. Many schools restrict their definition of educationally disadvantaged students to those actually served by Chapter 1 funds. By making services funded by Chapter 1 available to all students in the school, the risk of failing to address the needs of some educationally disadvantaged students, who might otherwise not have been selected for Chapter 1, may be reduced in some of these schools.

Schools have implemented schoolwide projects to serve more students with more flexible use of resources as well as to avoid restrictions, real or perceived, on how services should be delivered

so that they are supplemental and targeted. The motivation for schoolwide projects appears to come both from the potential benefits to students and the easing of administrative burden.

It is important to note that the school district Chapter 1 coordinator, as well as the building principal, was perceived as very influential in the decision to design a schoolwide project. District coordinators did not resist schoolwide projects even though it meant giving administrators and teachers in the school more control over the design and provision of services. The case studies consistently provided examples of very strong support at the district level.

Being identified for Chapter 1 school program improvement does not seem to have been a important stimulus for becoming a schoolwide project. On the other hand, a relatively large proportion of schoolwide project schools were or had been identified for Chapter 1 school program improvement and about half of these apparently saw the schoolwide project plan as an appropriate response to the need for a Chapter 1 program improvement plan. The brevity of most schoolwide project planning processes may simply be due to the exigencies of the annual Chapter 1 application process. If more time is needed to plan adequately for changes in the content and delivery of instruction and in the provision of other support services, schools should be encouraged to spend more time planning or to change their plan on an annual basis to reflect improvements made during project implementation.

The schools encountered very few obstacles in applying to become a schoolwide project. Half of them reported no obstacles at all. One must remember that the survey included schools that were operating schoolwide projects during the 1991-92 school year. Any schools that may have been unsuccessful in developing an approved schoolwide project plan were not included in these results. Such schools, if surveyed, may have responded differently.

The services that were introduced or strengthened through the schoolwide project and other school improvement efforts described support the notion that these schoolwide project schools are engaged in a variety of approaches to improving instruction. The variety and comprehensiveness of the services mentioned suggest enthusiasm and commitment. The high percentages of educationally disadvantaged students and the variety of services reported support the conclusion that most of these schools are indeed making significant efforts to meet the needs of educationally disadvantaged students.

Such a large number of services and school improvement efforts could not, however, be attributed just to the implementation of a Chapter 1 schoolwide project. Instead, the schoolwide project seems to have been one more funding mechanism that could be employed to facilitate the

changes already desired or planned for the school. What may be missing from this current enthusiasm and variety is sufficient attention to the coordination of these efforts within the school, as well as the professional development of staff needed to make these services effective. The impact of schoolwide projects on the development of staff supports this recommendation. The change to schoolwide status has led to more staff development which is more inclusive of all teachers and which is more focused on the needs of educationally disadvantaged students. Neither the survey results nor the cases studies, however, provide any evidence that these improvements in the amount and focus of staff development are coordinated within an integrated effort to improve services to students.

The most significant problems encountered in implementing Chapter 1 schoolwide projects appear to involve the scarcity of people and funding. Concern was expressed by a few schools and districts that the educationally disadvantaged students within schoolwide project schools might not be receiving as much service as they would have without the schoolwide project. On the other hand, the schoolwide project seems to have supported better coordination of all categorical services within the school. Perhaps these resources are being utilized more efficiently in meeting the needs of students. Certainly district Chapter 1 staffs have demonstrated increased levels of interest in the implementation of schoolwide projects. District monitoring visits and technical assistance were reported to have increased by at least half of the schools and districts.

Finally, it appears that the schoolwide project approach is leading to better achievement gains by educationally disadvantaged students. Most of the schools with data available regarding these comparisons indicated that the evidence favors the schoolwide project. Also, while the choice to compare schoolwide project gains with previous gains made by students in the same school may be due primarily to data availability issues, this choice may just as well reflect a belief that the changes in services brought about by the schoolwide project will be more effective than the services provided in prior years.

Chapter 1
Introduction

One of the significant changes in the operation of Chapter 1 programs made by the 1988 Hawkins-Stafford Amendments to the Elementary and Secondary Education Act (P.L. 100-297) was the elimination of the requirement for local contribution of funds for schoolwide projects. According to §200.36(a) of the federal regulations for local Chapter 1 programs (May 19, 1989),

> An LEA may conduct a Chapter 1 [schoolwide] project to upgrade the entire educational program in a school if ... The school serves an eligible attendance area or is an eligible school ... [and] For the first year of the three-year project period ... at least 75 percent of the children residing in the school attendance area or enrolled in the school are from low-income families.

The school district must make sufficient Chapter 1 funds available to the schoolwide project school so that the funds provided for each educationally disadvantaged student equals or exceeds the amount provided for each Chapter 1 student in other Chapter 1 schools.

Under the Hawkins-Stafford Amendments, operating a schoolwide project allows Chapter 1 funds to be used to serve all students in the school, and the services provided by Chapter 1 funds do not have to be supplemental to services regularly provided in the school. To ensure that the needs of educationally disadvantaged students are addressed in schoolwide projects, the school district is required to develop a plan based on a comprehensive needs assessment, and it must, at the end of three years, compare the achievement gains made by educationally disadvantaged students in the school to gains made by Chapter 1 students in schools without a schoolwide project.

In May of 1990 the President signed the 1992 National Assessment of Chapter 1 Act (P.L. 101-305) which, in anticipation of the 1993 reauthorization of the Chapter 1 program, required ED to conduct a comprehensive national assessment of the Chapter 1 program and submit an interim report to Congress by June 30, 1992, and a final report by December 1, 1992. A description and evaluation of the experiences of school districts and state departments of education in planning, implementing and determining the effectiveness of schoolwide projects was required by this legislation.

In the past two years, the relevance of Chapter 1 schoolwide projects to the reauthorization of ESEA has increased significantly. The number of schoolwide projects has tripled since the 1989-90 school year. The opinions of local Chapter 1 practitioners involved in schoolwide projects have been overwhelmingly positive. Preliminary results of evaluations of the comparative effectiveness of schoolwide projects appear to support these opinions.

In order to collect information required by the 1992 National Assessment of Chapter 1 Act, a survey was conducted of all Chapter 1 schools and school districts implementing a schoolwide project during the school year 1991-92. This survey was supplemented by case studies of six schoolwide projects representing different approaches, in different types of communities and schools, in locations throughout the country. The results of the survey, with selected findings from the case studies are presented in the following five chapters. These chapters are organized by the major study areas covered by the survey. Chapter 7 presents conclusions and implications drawn from these results. A description of the survey study areas, as well as the survey and case studies methodologies, can be found in Appendix I. Copies of the building and district questionnaires are included in Appendix II. Item response tabulations for the building and district questionnaires are in Appendices III and IV, respectively. An overview of the common themes from the case studies is presented in Appendix V.

Chapter 2

Characteristics of Schoolwide Project Districts and Schools

This chapter describes the settings within which schoolwide projects operated during the 1991-92 school year, including district and school enrollment, grades served, urbanicity, poverty, ethnicity, and numbers of limited English proficient and educational disadvantaged students. The relative incidence of schoolwide projects and the scope of the Chapter 1 programs in schoolwide project districts are also described.

Enrollment

School districts operating Chapter 1 schoolwide projects in one or more public schools during the 1991-92 school year had student enrollments ranging between 47 and 971,000. Chapter 1 schoolwide projects tended to be in large districts, however. Half of the districts with schoolwide projects had enrollments in excess of 5,000 students (see Table 1). Only 14.1 percent of these districts enrolled fewer than 1,000 students.

Table 1
Distribution of Student Enrollment of Districts with Schoolwide Projects

District Student Enrollment	Number of Districts	Percentage
Less than 1,000	60	14.1
1,000 - 4,999	152	35.8
5,000 - 9,999	70	16.5
10,000 - 24,999	61	14.4
25,000 or More	82	19.3
Total	425	100.0

Table reads: Eighty-two (19.3%) of districts with schoolwide projects have 25,000 or more students enrolled.

The largest of the districts with schoolwide projects accounted for most of the schoolwide project schools. As Table 2 illustrates, over half of the schoolwide project schools during school year

1991-92 were in districts with 25,000 or more students. Of course, districts with larger enrollments tend to have larger numbers of schools, creating more opportunities for schoolwide project schools.

Table 2
Distribution of District Student Enrollment for Schoolwide Project Schools

District Student Enrollment	Number of Schools	Percentage
Less than 1,000	86	4.8
1,000 - 4,999	369	20.7
5,000 - 9,999	199	11.2
10,000 - 24,999	218	12.2
25,000 or More	910	51.1
Total	1,782	100.0

Table reads: Over half (51.1%) of schoolwide project schools are in districts that have 25,000 or more students enrolled.

The student enrollment of the schoolwide project schools varied between 26 and 3,078, averaging about 500. As shown in Table 3, three-fourths of the schoolwide project schools had enrollments between 200 and 800 students. Approximately one million students were enrolled in schoolwide project schools in 1991-92.

Table 3
Distribution of Student Enrollment of Schoolwide Project Schools

School Student Enrollment	Number of Schools	Percentage
200 or Less	182	9.9
201 - 400	463	25.2
401 - 600	554	30.1
601 - 800	362	19.6
More than 800	279	15.2
Total	1,840	100.0

Table reads: Less than ten percent (182) of schoolwide project schools have student enrollments no greater than 200.

Grades Served

Chapter 1 schoolwide project schools appear to be representative of all Chapter 1 schools in terms of the grade spans they serve. Over three-fourths were elementary schools. Another 12.4 percent served the elementary grades in combination with one or more secondary grades. Only ten percent of schoolwide project schools were secondary schools.

Urbanicity

Table 4 shows the distribution of schoolwide project schools and districts with schoolwide projects across the four urbanicity categories employed in both questionnaires. Over half of the schoolwide project schools reported serving students primarily from urban or central city locations, whereas only one-fourth of the districts with schoolwide projects reported serving students located primarily in urban/central city areas.

Table 4
Distribution of Urbanicity of Schools and Districts with Schoolwide Projects

Urbanicity	Schools		Districts	
	Number	Percentage	Number	Percentage
Urban/Central City	1,052	56.1	108	25.2
Suburban/Urban Fringe	148	7.9	62	14.5
Small Town	226	12.1	104	24.3
Rural	448	23.9	154	36.0
Total	1,874	100.0	428	100.0

Table reads: 56.1 percent of schoolwide project schools reported serving students primarily from "Urban/Central City" locations. 25.2 percent of districts with schoolwide projects reported serving students from "Urban/Central City" locations.

Since schools' urbanicity tended to match their district's urbanicity, this difference can be attributed to urban/central city districts having greater numbers of schoolwide project schools. Table 5 shows the average number of schoolwide projects according to the urbanicity of the district. The average number of schoolwide project schools within an urban district is much higher than in a small town or rural district.

Table 5 Average Number of Schoolwide Project Schools in Districts by Urbanicity of District		
District Urbanicity	Mean	Number
Urban/Central City	10.0	108
Suburban/Urban Fringe	4.1	62
Small Town	2.3	104
Rural	2.4	154
Total	4.5	428
Table reads: There are ten schoolwide project schools in the average Urban/Central City district with schoolwide projects.		

Poverty

The average district poverty level for districts with schoolwide projects was 60.3 percent. About two-thirds of the districts reported poverty levels above 50 percent (see Table 6). Almost all (97%) of the districts with schoolwide projects determined poverty levels with free and reduced lunch counts alone or in combination with other methods, such as AFDC counts.

Table 6 Distribution of Poverty Level of Districts with Schoolwide Projects		
District Poverty Level	Number of Districts	Percentage
Under 25%	17	4.1
25 - 49.9%	127	30.4
50 - 74.9%	143	34.2
75 - 100%	131	31.3
Total	418	100.0
Table reads: One hundred and twenty-seven or 30.4 percent of districts with schoolwide projects reported a district poverty level between 25 and 49.9 percent.		

The average poverty level reported by schoolwide project schools was 85 percent. Table 7 shows the number and percentage of schoolwide project schools at different levels of poverty. Over one-third of these schools reported poverty levels between 90 and 100 percent.

Table 7
Distribution of Poverty Level of Schoolwide Project Schools

Poverty Level	Number	Percentage
Under 75%	138	7.6
75 - 79.9%	346	19.0
80 - 84.9%	344	18.9
85 - 89.9%	349	19.2
90 - 94.9%	332	18.3
95 - 100%	309	17.0
Total	1,818	100.0

Table reads: Seventeen percent of schoolwide project schools reported a school poverty level between 95 and 100 percent.

Table 7 also indicates that 7.6 percent of schoolwide project schools had poverty levels below 75 percent, the minimum poverty level for a school to qualify for a Chapter 1 schoolwide project. The porverty level of many of these schools was just below 75 percent and the schoolwide project had begun in a previous year when the poverty level was at least 75 percent. (Moderate fluctuations in a school's poverty level from year to year are not unusual.) Some, however, were so low that another explanation seemed necessary. Further investigation of these cases revealed that some schools had reported their poverty level based on AFDC counts even though the district had used free and reduced lunch counts. Thus, the poverty levels reported by these schools were lower than they would have been had the district been asked to report the school poverty levels.

School districts may calculate school poverty levels based on the school's student enrollment or on the number of children aged 5 to 17 residing in the school's attendance area. About two-thirds of the schools reported using school enrollment to determine the school's poverty level. The other third reported using attendance area counts.

Schoolwide Projects in High Poverty Neighborhoods

One schoolwide project school is located in a neighborhood that had been traditionally African-American, but is becoming increasingly Hispanic as immigrants from Mexico and Central America settle the area. All of the school's 1,000 students belong to minority groups, and 90 percent are in families receiving Aid to Families with Dependent Children (AFDC). An estimated 60 percent of the parents are working, but at such low wage jobs that they remain eligible for AFDC.

Pastel painted one-story bungalows, duplexes and two-story apartment buildings surround the school on three sides, while an elevated freeway borders it on the fourth. Commercial streets are dotted with boarded-up buildings, and the effects of earlier riots linger in burned out mini-malls and vacant lots. From time to time, gangs have vandalized the school and individual classrooms. At the beginning of the school year, the badly beaten body of a young woman was dumped on the playground. Six weeks later, another body—that of a homeless woman in her mid-20s—was found at the base of the stairs beside the girls' bathroom.

* * * * * * * * * * *

Another schoolwide project, located in an elementary school in a midwestern county school system, serves over 600 students in PreK through Grade 5. Its attendance area includes the largest federal housing project in the county. Minorities make up 35 percent of the student body; 90 percent of the children qualify for free or reduced lunch; 85 percent of the families in the area live below the federal poverty level; 36 percent of the parents have not completed high school; and only one percent have gone to college and received a degree. The housing project is directly adjacent to the school. On the second day of the researchers' visit, a fifteen-year-old girl left her four-hour-old baby on a neighbor's doorstep.

Race/Ethnicity

The average racial/ethnic distribution of students enrolled in schoolwide project schools shows higher percentages of Black and Hispanic students than in the districts to which these schools belong (see Table 8).

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Table 8 Average Racial/Ethnic Distribution of Students in Schoolwide Project Schools and Districts		
Racial/Ethnic Group	Mean School Percentage (N = 1,831)	Mean District Percentage (N = 415)
American Indian/Alaskan Native	5.0	3.7[1]
Asian/Pacific Islander	2.2	1.9
Black, not Hispanic	48.3	32.4
Hispanic	25.0	19.1
White, not Hispanic	19.5	42.9
Total	100.0	100.0
[1] District results do not include BIA schools.		
Table reads: The average percentage of Hispanic students enrolled in schoolwide project schools is 25.0. The average percentage of Hispanic students enrolled in districts with schoolwide projects is 19.1.		

Limited English Proficiency

The distribution of school and district percentages of limited English proficient (LEP) students is presented in Table 9. These two distributions are fairly similar. Almost half of schoolwide project schools and districts reported no limited English proficient students. The median school or district reported only one percent limited English proficient students. The percentage of all students enrolled in schoolwide project schools in 1991-92 who were limited English proficient was 19.6 percent. Limited English proficient students constituted 11.8 percent of all students enrolled in districts with schoolwide projects.

Table 9
Distribution of Percent Limited English Proficient Students in Schools and Districts with Schoolwide Projects

Percent LEP Students	Schools		Districts	
	Number	Percentage	Number	Percentage
None	829	46.4	172	42.4
1 - 10%	249	14.0	115	28.3
11 - 50%	509	28.5	93	22.9
51 - 100%	199	11.1	26	6.4
Total	1,786	100.0	406	100.0

Table reads: Of the 1,786 schoolwide project schools reporting the percentage of LEP students, 11.1 percent have percentages of LEP students higher than 50 percent. Only 6.4 percent of districts with schoolwide projects have percentages of LEP students higher than 50 percent.

Educational Disadvantage

Schoolwide project schools had an average of 69.5 percent educationally disadvantaged students. The percentage of all students enrolled in schoolwide project schools who were educationally disadvantaged was also about 70 percent. That is, about 700,000 of the one million students enrolled in schoolwide project schools in school year 1991-92 were educationally disadvantaged.

The average percentage of educationally disadvantaged students enrolled in districts with schoolwide projects was 48.5 percent. The percentage of all students enrolled in schoolwide project districts who were educationally disadvantaged was 39 percent. Table 10 presents the distribution of the percentage of educationally disadvantaged students reported by schools and districts. In over 80 percent of the schoolwide project schools and in over 40 percent of the districts, more than half of the students were educationally disadvantaged.

When the percentage of educationally disadvantaged students in schoolwide project schools was related to other school characteristics (enrollment, urbanicity, poverty level, and percent LEP), an interesting pattern was observed. There was a slight increase (from 64 to 79 percent) in the

percentage of educationally disadvantaged students from "low" (75-79.9%) to high (95-100%) school poverty levels. However, the relationship of educational disadvantaged percentage to poverty level was quite strong for districts (see Figure 1). The average percentage of educationally disadvantaged students in districts with schoolwide projects increased from 23 percent for districts with poverty levels under 25 percent to 66 percent for districts with poverty levels of 75 percent or higher.

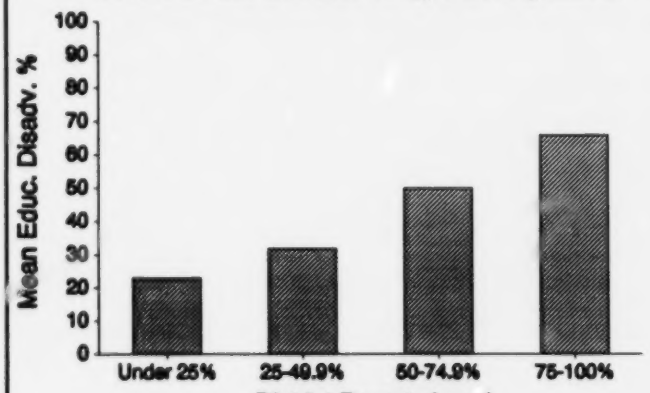
Table 10
Distribution of Percent Educationally Disadvantaged Students in Schoolwide Project Schools and Districts

Percent Educationally Disadvantaged Students	Schools		Districts	
	Number	Percentage	Number	Percentage
25% or Less	61	3.6	72	18.0
26 - 50%	269	15.7	150	37.5
51 - 75%	639	37.4	124	31.0
76% or More	740	43.3	54	13.5
Total	1,709	100.0	400	100.0

Table reads: 43.3 percent of schoolwide project schools reported that more than 75 percent of their students are educationally disadvantaged.

The average district with schoolwide projects provided Chapter 1 services to about one-third of its students. Based on the total number of students reported served by Chapter 1 in districts with schoolwide projects and the total reported enrollment of these districts, 23 percent of all students in districts with schoolwide projects were served by Chapter 1 in school year 1991-92. The Chapter 1

Figure 1
District Educ. Disadv. % by Poverty Level



programs in districts with schoolwide projects ranged in basic grant budgets from $7,818 to $440,118,736 with a median of $1,083,942.

Districts with additional Chapter 1 schools not operating a schoolwide project most frequently provided reading instruction at all grade levels in non-schoolwide project schools, with mathematics second, and other language arts third. The most frequently mentioned support services were social work/guidance, followed by health/nutrition.

Relative Incidence of Schoolwide Projects

For all districts with schoolwide projects, almost three-fifths of public schools receive Chapter 1 services, one-fourth qualify for schoolwide projects, and 15 percent operate a schoolwide project (see Table 11). Just over one-fourth of the Chapter 1 schools have schoolwide projects, and three-fifths of the schools that qualify are operating a schoolwide project.

Table 11
Percentage of Chapter 1 Schools, Schools with Poverty ≥ 75%, and Schoolwide Project Schools in Districts with Schoolwide Projects

Type of School	Percentage
All Public Schools	100.0
Chapter 1 Schools	58.6
Schools with Poverty ≥ 75%	25.8
Schools with Schoolwide Projects	15.3
Chapter 1 Schools	100.0
Schools with Poverty ≥ 75%	43.9
Schools with Schoolwide Projects	26.0
Schools with Poverty ≥ 75%	100.0
Schools with Schoolwide Projects	59.2

Table reads: In all districts with schoolwide projects, schoolwide projects are operated in 15.3 percent of the public schools, 26 percent of the Chapter 1 schools, and in 59.2 percent of the schools with poverty ≥ 75 percent.

In addition, four percent of all schoolwide project districts surveyed in 1991-92 were one-school districts, 17 percent operated a schoolwide project in all of their public schools, 23 percent

operated a schoolwide project in all of their Chapter 1 schools, and 61 percent operated a schoolwide project in all of the schools that qualified with poverty at or above 75 percent.

Table 12 shows that only 23 of the schoolwide projects operating in school year 1991-92 were implemented prior to the Hawkins-Stafford Amendments. Very few were implemented in the first year under the new regulations, also. Almost one-third were started during 1991-92, the year of the survey. Schoolwide projects that started in the first year under the Hawkins-Stafford amendments tended to be in the largest, urban districts. About 70 percent of the schools starting in 1988-89 were in districts with enrollments over 25,000 and about 75 percent were in urban/central city districts.

Table 12
First Year of Implementation for Schoolwide Projects

Year First Implemented	Number	Percentage
1991-92	613	32.8
1990-91	569	30.5
1989-90	507	27.2
1988-89	128	6.9
Before 1988-89	23	2.6
Total	1,866	100.0

Table reads: Almost one-third (32.8%) of all schoolwide projects were first implemented in the 1991-92 school year.

Chapter 3

Influential Factors in Planning Schoolwide Projects

Reasons for Applying for Schoolwide Projects

Schools overwhelmingly (85%) selected "more flexibility in service delivery or instructional grouping" as the most important reason why they applied to become schoolwide projects. A similar response, "more discretion in use of Chapter 1 funds," was selected by 46.3 percent of the schools. The second most popular choice was "better fit with total school program." While one in five of all schoolwide project schools (21%) cited "access to additional funds" as one of the three most important reasons, only seven percent of the schools in very small districts (enrollment less than 1,000) cited that reason. There may be limited additional Chapter 1 funds available for such schools if they are one of very few schools, or the only school, receiving Chapter 1 services in a district.

More Flexibility in Service Delivery or Instructional Grouping

Parallel block scheduling is used by one of the schoolwide projects visited in the case studies to allow more uninterrupted instructional time in reading and math and to allow the regular classroom teachers to work with smaller groups of children for two periods per day in reading and two periods in math. For example, half of a second grade class stays with the teacher for the Directed Reading Group for a 50 minute period while the other half visits the reading extension teacher. During the other portion of that time block, the two groups change places. The same arrangement occurs for math. Half the class attends the 40-minute Math Skills Group and the other half visits the math extension classroom. The class is split into more homogeneous groups during the math and reading group times, then the whole class comes together for language arts (50 minutes) and social studies/science/health (40 minutes).

Only 11.7 percent of the schools selected "a response to being identified for Chapter 1 program improvement" as a reason for seeking schoolwide project status even though, as noted in a later section, over one-third of schoolwide project schools indicated that the schoolwide project plan became their program improvement plan. This difference may be due to which plan was developed first, or to the simple fact that being identified for Chapter 1 program improvement was not one of the three most important reasons for wanting to become a schoolwide project.

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Table 13 lists the major advantages of having a schoolwide project cited by schools and districts. With a few exceptions, there is fairly good agreement between the two lists. The advantage most frequently cited by schools (35%) and districts (39%) was that a schoolwide project "can serve more students." In general, the top ten advantages suggest a mixture of instructional benefits for students and a simplification of administrative responsibilities through an increase in the flexibility of programs and funds. "Increased student achievement" was identified as an advantage by only 5 percent of the schools and 4 percent of the districts.

More Flexible, Better Use of Materials and Equipment

The case studies indicated that the longer a school had been a schoolwide project, the more resources there were in the classroom. Resources once purchased exclusively for the use of Chapter 1 students and kept locked in the Chapter 1 rooms are now available for use by the entire school. Several schools set up libraries where the old Chapter 1 resources could be checked out. Some of these resources are also available for parents to take home. Now resources such as Big Books and classroom sets of books are purchased for entire classes and used on a regular basis. Some of the classroom teachers commented they felt they had been given the key to a treasure box. It was also evident that there had been some resentment because the schools had been unable to afford some basic materials for the regular classroom, while the federally funded Chapter 1 program had an abundance of material, some of it still in the original wrappers.

Schools and districts differed noticeably on only three items. Two were selected more often by schools than by districts: "smaller class size" was mentioned as an advantage by 31 percent of the schools versus 19 percent of the districts, and "more resources available for materials and services" was cited by 13 percent more schools than districts. The third item, "shared decision making," was mentioned by more districts than schools (24% vs. 13%).

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Table 13
Major Advantages of a Schoolwide Project Cited by Schools and Districts

Major Advantages	Percentages	
	Schools (N=1,886)	Districts (N=431)
Can serve more students; all students in school benefit	35	39
Student needs can be met more effectively	31	28
Smaller class size; reduced student/teacher ratio	31	19
More flexible, better use of materials and equipment	26	32
Improved scheduling of services; heterogeneous grouping	25	34
More resources available for materials and services	24	11
Can try different teaching strategies; improved instruction	20	14
More resources for professional development of all teachers	20	19
Greater flexibility in staffing; improved use of existing staff	18	21
Better coordination of services and classes; shared responsibility	17	23
More resources for greater parent and community involvement	16	19
Shared decision making; teachers have more say; team building	13	24
Improved school climate; improved student self esteem	12	14
Students are not labelled	12	21
Decentralization; schools assume more responsibility	8	9
Eliminates problems and barriers with categorical programs	6	14
Increased student achievement	5	4
More productive, long-term planning; opportunity to restructure	4	5
Less recordkeeping; reduced paperwork	3	4
Improved perception of school in community	2	3
Better understanding of and attitudes toward Chapter 1	1	7
Other	8	9
No response	12	6

Table reads: Over one-third (35%) of the schoolwide project schools reported a major advantage expressing the idea that more students can be served or that all students in the school benefit. Thirty-nine percent of districts with schoolwide projects reported a major advantage expressing this idea.

People Influencing the Planning Process

Three-fourths of the schools identified the school principal or other school administrative staff as most influential in making the decision to apply for schoolwide project status. The district Chapter 1 coordinator was selected by almost two-thirds (64%) of the schools, with other district administrative staff (28%) a distant third. The influence of Chapter 1 instructional staff (26%) and other school instructional staff (25%) were about the same.

In the case studies, one individual, but not always the principal, had an active leadership role in the initial planning of the schoolwide project. The principal was the primary influence at four of the six schools studied. In one of the other two schools, located in a district that strongly promoted schoolwide projects, the building Chapter 1 Coordinator was considered a major contributor to the development of the schoolwide plan. In the remaining school, the decision to apply for a schoolwide project resulted from the frustration of the district administration and the school faculty with conditions at the school. A committee of teachers from the school met with a district assistant superintendent, who suggested they utilize the schoolwide project as a strategy for changing the school. The school hired a consultant who worked with a committee of administrators, teachers and parents to develop the schoolwide project plan.

Schools in very small districts (enrollment less than 1,000) identified the state Chapter 1 director and staff more frequently than did schools in other districts (35% versus 11% for all schools); they also identified parents of Chapter 1 students more often (27% versus 15%). These very small district schools also identified the district Chapter 1 director (51%) and the school principal or other administrative school staff (60%) less often than other schools. Schoolwide projects starting in 1988-89 reported the district Chapter 1 director (79%) and other district administrative staff (44%) as most influential more often than those starting in previous or later years.

The district staff also played an important role in selecting the activities, programs and strategies to introduce or strengthen through the schoolwide project. Most schools (76%) cited the district Chapter 1 staff as influential in their design of the schoolwide project, and almost half (44%) indicated other, non-Chapter 1 district staff. Only 13 percent reported no assistance in selecting activities, programs and strategies from anyone outside the school.

State and District Roles in Planning

Almost two-thirds of the schools reported that the state department of education "provided information on resources for planning and implementing a schoolwide project," while 86 percent of the schools indicated school district personnel provided this information (see Table 14). Less than half of the schools indicated that the state department "provided leadership and encouragement," while 84 percent of the schools identified this as a role played by district personnel. "Provided inservice training" was attributed to district personnel in 60 percent of the schools, in contrast to its inclusion in the "other" category for the state department of education. Almost none of the schools indicated the district played no role in applying for the schoolwide project; however, over one-fifth indicated the state department staff played no role.

Table 14
Roles Played by the State Department of Education and School District Personnel in the Process of Applying for a Schoolwide Project

	Percentages	
State Department (SEA) and District (LEA) Personnel Roles	SEA (N = 1,839)	LEA (N = 1,871)
Provided information on resources for planning and implementing a schoolwide project	65	86
Provided leadership and encouragement	46	84
Provided inservice training (not a response for SEA)	-	60
Provided additional funds	15	28
Other	5	4
None	22	2

Table reads: Almost two-thirds (65%) of schoolwide project schools reported that state department of education personnel provided information on resources for planning and implementing a schoolwide project; 86 percent said local district personnel played this role.

A higher percentage of schools in smaller districts (< 5,000), schools in rural districts, as well as smaller (< 200) and rural schools reported that the state department of education provided leadership and encouragement. About two-thirds of schools in these categories indicated receiving leadership and encouragement from the state department compared to only 46 percent of all schools.

Similarly, a lower percentage (about one-tenth) of schools in very small (< 1,000) and in rural districts reported "no role" for the state compared to 22 percent for all schools.

Schools starting the schoolwide project prior to 1988-89, when the requirements for schoolwide projects changed, were less likely to report that the state department of education provided information on resources for planning and implementing schoolwide projects than all schools (47% vs. 86%). Also, only 41 percent of schools in very low poverty districts (less than 25% poverty) reported that district personnel provided in-service training, compared to 60 percent of all schools.

Planning and Needs Assessment

Most schoolwide project schools (87%) spent less than a year in the planning process and 44 percent reported that they spent less than six months in planning. Over two-thirds (68%) of the schools in very low poverty districts (less than 25 percent) spent less than six months planning. Schools that were strongly encouraged by the district or state to apply to be a schoolwide project were more likely (59%) to have indicated they spent less than six months in planning.

Between 75 and 85 percent of the schools involved administrators and teachers in planning in each of the ways presented in the survey questionnaire: participating on a committee, contributing to the plan, providing advice, and reviewing the plan. After teachers and administrators, the most frequently involved groups were parents, followed by instructional aides, librarians, pupil services staff, and secondary students. Other groups involved in the planning process include district staff, guidance counselor, social worker, community, social service agencies, and state Chapter 1 staff. Although the amount of involvement for each group is fairly similar across the four types of involvement, the most popular types of involvement for every group were participating on a committee and making contributions to the plan.

In the comprehensive needs assessment of all students in the schools, the type of information examined by the greatest number (87%) of schoolwide project schools was "norm referenced, standardized test scores." Over half of the schools indicated that they examined "classroom performance measures (i.e., end-of-unit tests, portfolios, and report cards)" and "surveys of teachers or parents concerning student educational needs." However, fewer (38%) schools starting schoolwide projects before 1988-89 reported using classroom performance measures. School size was also related to use of classroom performance measures—the larger the school enrollment, the less likely such measures were to be used in the needs assessment.

About a third of the schools looked at "drop-out, attendance, or retention rates." Not surprisingly, the higher the grade span served by schools, the more likely they were to report using this information. Slightly less than one third of all schools examined "criterion referenced standardized test scores." Only 11 percent examined "student English proficiency levels." As might be expected, however, the percentage using English proficiency levels was related to the percentage of limited English proficient students in the schools and the districts.

Program Improvement

Three out of five schools (61%) said a Chapter 1 program improvement plan was being developed or implemented during the planning or operation of the schoolwide project. Over half of these (37% of all schools) reported that the schoolwide project plan also served as the program improvement plan for the Chapter 1 program in the school, while the rest (24%) responded that the two plans were separate. The case study schools did not feel the regulations for either schoolwide projects or program improvement created problems for planning or implementing the other. However, administrators at some of the schools commented that the chaos of implementing major organizational and curricular change affected the test scores used in Chapter 1 evaluation. Some projects experienced a drop in scores which put them into program improvement!

Making Program Improvement Work with a Schoolwide Project

One of the case study elementary schools designed and implemented a schoolwide project as their joint program improvement plan. Major concerns addressed by the schoolwide project were high retention rates (28% of the males and 26% of the females were retained the previous year) and low academic achievement. Despite high retention rates, the school was usually last in the district in NCE gains when standardized test scores were reported. Other goals included reducing the absenteeism of students and teachers, improving the school culture, and increasing parent involvement.

After only one year as a schoolwide project, the average NCE gains placed the school in the middle of the low socio-economic group of schools in the district. Grade promotion rates have increased; staff turnover has been negligible; and teacher attendance met the state criterion of 96 percent. More parents are involved as volunteers in the classroom and as active members of the school's family council. Several parent volunteers are researching the process for obtaining grants from charitable foundations to help pay for a new Community Center that will be built on the school grounds.

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Almost all (94%) of the schoolwide project schools that were developing or implementing Chapter 1 program improvement plans addressed reading services in the plan. The second largest instructional area addressed was mathematics (80%), followed by other language arts (52%).

Problems/Obstacles in Applying

Over half of the schools and almost half of the districts reported that they encountered no obstacles or problems (see Table 15). Schools starting schoolwide projects prior to 1988-89 were more likely to report no problems (77%). Very poor (poverty ≥ 75%) districts reported no problems more frequently than all districts (60% vs. 47%), while districts with poverty levels below 25 percent reported no problems less frequently (29%).

Of the schools and districts that did encounter problems, they followed an almost identical pattern. The problem identified by the largest percentage of schools (20%) and districts (34%) was "difficulty in planning how to meet the three year accountability requirement." This problem was reported more frequently by schools in districts with less than 5,000 students (30%), by districts with poverty levels below 25 percent (53%), and by districts with LEP percentages above 50 percent (52%).

"Lack of resources for planning" was a problem for 18 percent of the schools and 21 percent of the districts. The mention of lack of resources as a problem increased consistently from 4.3 percent of the schools starting schoolwide projects before 1988-89 to 24 percent of those starting in 1991-92. "Insufficient information on how to apply for a schoolwide project" was a problem for 10 percent of the schools and 14 percent of the districts. Of the obstacles or problems encountered by less than 10 percent of the schools and districts, "disagreement on how to structure the schoolwide project" was mentioned more often (24%) by schools in districts with LEP percentages above 50 percent.

Table 15
The Most Significant Obstacles/Problems Encountered by Schools and Districts in Applying for a Schoolwide Project

Most Significant Obstacles/Problems	Percentages	
	Schools (N = 1,811)	Districts (N = 415)
No obstacles or problems encountered	57	47
Difficulty in planning how to meet three year accountability requirement	20	34
Lack of resources for planning the schoolwide project	18	21
Insufficient information about how to apply for a schoolwide project	10	14
Disagreement on how to structure the schoolwide project	8	10
Lack of support from parents	5	5
Lack of support from state or local Chapter 1 administration	2	2
Lack of support from instructional staff	2	4
Lack of support from school administration	1	2
Other	6	11

Table reads: One-fifth (20%) of schoolwide project schools reported they had difficulty in planning how to meet the three year accountability requirement when applying for a schoolwide project. Over one-third (34%) of districts with schoolwide projects reported this problem.

Chapter 4

The Nature of Services Provided by Schoolwide Projects

Traditionally, Chapter 1 services have been provided to educationally disadvantaged students using a few delivery models (e.g., pull-out, in-class, replacement) that support the supplementing and targeting requirements of these services. In traditional Chapter 1 programs, services must be supplemental and be provided only to educationally disadvantaged students in greatest need of these services. In Chapter 1 schoolwide projects, services provided with Chapter 1 funds do not have to be supplemental and they may be provided to all students in the school.

An important expectation of Chapter 1 schoolwide projects has been that Chapter 1 funds would be used to support schoolwide reform. There has been a great deal of concern that the typical schoolwide project would be used to increase the number of instructional staff available to all students while continuing to label and group educationally disadvantaged students in selected grades and subject areas for instruction based on a different set of expectations and a remedial, basic skills curriculum.

The Chapter 1 schoolwide project survey was designed to obtain limited, descriptive information about how instruction and other services have changed in the school since the implementation of the schoolwide project, to assess the extent to which reductions in class size were the only change and were pervasive throughout the school, and to determine whether educationally disadvantaged students continued to receive Chapter 1 services in a traditional manner in spite of the increased flexibility for meeting their needs.

Activities, Programs and Strategies

Table 16 presents the percentages of schoolwide project schools that introduced or significantly strengthened activities, programs and strategies that might be employed to improve the overall instructional program of the school as well as addressing the special instructional needs of educationally disadvantaged students. The activities, programs and strategies are listed in the order of the percentage of schools indicating they had been introduced or strengthened (see the "Either" column in Table 16). "Parent education/involvement," "staff development," and "computer assisted instruction" were mentioned by over three-fourths of the schools. Almost two-thirds of the schools introduced or strengthened a "coordinated and integrated curriculum" and "supplemental instruction

for low achieving students from certified professionals." "Reduced class size" was mentioned by slightly more than half of the schools. "An extended school day" was checked by the smallest percentage (21%) of the schools.

Table 16
Activities, Programs and Strategies Introduced or Significantly Strengthened by Implementing Schoolwide Projects

Activities, Programs and Strategies	Percentages (N=1,885)		
	Introduced	Strengthened	Either
Parent education/involvement activities	20	64	83
Staff development activities	9	73	82
Computer assisted instruction	13	64	77
Coordinated and integrated curriculum	14	51	66
Supplemental instruction for low achieving students from certified professionals	9	56	65
Reduced class size	16	40	57
Visits to students' homes by school personnel	11	37	49
Student support services such as guidance or health care	10	39	49
Heterogeneous student grouping	10	37	48
Adoption/adaptation of a generic instructional program or approach	20	26	46
Regrouping students across classes for reading, language arts, or mathematics	12	31	44
Prekindergarten programs or a full-day kindergarten	6	25	31
Adoption/adaptation of a validated or exemplary program	12	14	26
An extended school day	11	10	21
Other	3	5	8

Table reads: 46 percent of schoolwide project schools either introduced or strengthened an adoption or adaptation of a generic instructional program or approach in their implementation of the schoolwide project.

Relatively small percentages of schools used the schoolwide project to introduce an activity, program, or strategy. The highest percentage (20%) was for "parent education/involvement" and

"adoption/adaptation of a generic instructional program or approach." Many schools, however, significantly strengthened activities, programs and strategies through the schoolwide project. The component most frequently indicated to be strengthened was "staff development" (73%), followed by "computer assisted instruction" (64%) and "parent education/involvement" (64%). Schools introduced an average of one or two activities, programs and strategies and strengthened five or six. The activities, programs and strategies that might be interpreted as better indicators of schoolwide reform tend to appear in the bottom half of the list, e.g., heterogeneous grouping, regrouping, and adopting exemplary or generic programs.

The instructional programs and approaches used by the schools in the case studies are as varied as the schools themselves. A common denominator is a focus on language and literacy through a variety of programs and initiatives involving the entire school, e.g., literature-based instruction, Reading Recovery, and cooperative learning. Teachers attributed the expanded use of cooperative learning to the heterogeneous groupings made possible by the schoolwide projects. Four of the schools had extended the school day for students needing additional help. Three schools had extended the school year through summer programs. Five of the schools visited made extensive use of computer laboratories although they used different computer programs and different approaches to integrating student work in the computer lab with classroom work. Many support services had been in place before the case study schools became schoolwide projects. Being a schoolwide project made it possible to expand the services or to pay for them differently. Four of the elementary schools had guidance counselors; several also had drug and alcohol awareness programs. Advisor/advisee programs linking at-risk students with a specific adult or older child were popular.

The choice of activities, programs and strategies (whether introduced or strengthened) was related to various characteristics of schools and districts in the survey. Schools in very small districts were less likely to introduce or strengthen an extended school day. Reduced class size was introduced or strengthened less often by schools with and schools in districts with LEP percentages over 10 percent, and by schools in low poverty districts and low poverty schools. Also, schools starting schoolwide projects before 1988-89 indicated reduced class size and regrouping across classes more often.

Schools in districts with LEP percentages above 50 percent introduced or strengthened heterogeneous student grouping more often. Schools that reported "more flexibility in service delivery or instructional grouping" as a reason for applying to be a schoolwide project indicated heterogeneous student grouping more often, also.

Schools in large districts (enrollment over 10,000) adopted/adapted generic instructional programs or approaches more often, whereas schools in smaller districts (enrollment under 5,000) indicated this selection less often. Similarly, very large schools (over 800 students) indicated this selection more often, and very small schools (less than 200 student) indicated it less often. In spite of their larger size, high schools and combined middle/junior high and high schools indicated this selection less often. Schools in low poverty districts (which tend to be the larger districts) indicated this selection more often, while schools in high poverty districts indicated it less often. Schools in low poverty districts also indicated the adoption/adaptation of an exemplary program or approach more often, as did schools starting schoolwide projects before 1988-89.

Student support services, such as guidance or health care, were indicated more often by schools that started the schoolwide project more recently. These services were also indicated more often by larger schools.

An Example of the Variety of Activities, Programs and Strategies in Schoolwide Projects

To help accomplish the goals of their "meaning-based curriculum," one of the case study schoolwide projects operating in a K-2 school has implemented a variety of activities, programs and strategies. All students are scheduled for an uninterrupted block of time every morning from 8:30 to 10:00 for reading and writing. The principal and teachers of physical education, art, music, and computers all teach a class during this time, which reduces the class size by about half.

The Learning Enrichment Acceleration Program (LEAP) provides enrichment for all second graders. LEAP activities include the fine arts areas of drama, music, visual arts, and dance. The school has also been involved in the Artists in Residence Program. Last year's artist was a poet who spent two weeks working with the children. In keeping with district goals, all first and second grade students participate in an enrichment program to learn about their Native American language, culture and traditions.

All children are involved in meaningful reading and writing activities through several additional programs. There is Wee Deliver, a school-based literacy initiative sponsored by the U.S. Postal Service. Student Council representatives take on the roles of postal employees and manage the system within the school to promote real purposes for literacy development. Many students participate in the Book-It program. The school was able to use some of its Chapter 1 funds to host nine Reading Is Fundamental book distributions. There is also a publications room staffed by a teaching assistant who types and prepares student manuscripts for publication.

The principal and ten teachers are currently receiving intensive training in the Collaborative Literacy Intervention Project (CLIP) through a certified trainer. The CLIP model is based on the work of Marie Clay of New Zealand and is very similar to the Reading Recovery Program, but less expensive. The CLIP teachers, including the principal, each work intensively with two students and meet for four hours of training every week. In addition, all children in the school have access to computers every day for reading, writing, and math activities. According to the principal, the development of the schoolwide project has allowed them to consolidate their resources to purchase 140 computers so that each classroom has at least two computers and the computer labs contain about 30.

Reduction in class size was a strategy of particular interest in this survey. Schools introducing or strengthening this strategy reduced class size by about eight students, on the average, from 27 to 19 students. The largest reported reduction was 22, from 44 to 22 students. The average school reduced class size in slightly more than half (61%) of the grades served by the school as a result of implementing the schoolwide project. One-fifth (210) of these schools introduced or strengthened class size reductions in 100 percent of the grades they served.

The fact that schoolwide project schools are able to reduce class size is not, by itself, an indication that the schoolwide project is being used to support schoolwide reform or improvement. Were schoolwide project schools that introduced or strengthened reduced class size less likely to

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introduce or strengthen the other activities, programs and strategies? An analysis of only those 1,069 schools that reduced class size indicated that the percentages of schools implementing the other activities, programs and strategies were almost identical to the percentages presented in the "Either" column of Table 16. Thus, schools that reduced class size also introduced or strengthened other activities, programs and strategies to the same extent as those schools which did not reduce class size. Even the 210 schools that reduced class size in all grades also introduced or strengthened other components to the same extent as all schools.

In one of the case study schools the schoolwide project dramatically reduced class size from an average of 28 to 18-22 students and eliminated the Chapter 1 pull-out program. As one teacher put it, "As a classroom teacher when 10-12 of my students were pulled out for Chapter 1, I was 'on hold' instructionally, waiting for them to come back." The Chapter 1 staff and some instructional assistants (who are certified teachers) who previously operated the Chapter 1 program are now part of the regular instructional staff which is organized into teams providing instruction as an ungraded primary. As a result, the school has the largest certified faculty of any elementary school in the county. With smaller class sizes the teachers acknowledged that they were able to spend more time planning instruction and meeting the needs of the individual students in the classroom. As one parent volunteer put it, "The extra help and assistance my kids get now is something you don't even get in the private schools."

Most schools (76%) felt the district Chapter 1 staff were influential in their selection of activities, programs and strategies to introduce or strengthen through the schoolwide project, and almost half (44%) indicated other, non-Chapter 1 district staff were influential. Only 12 percent reported no assistance in making these decisions from anyone outside the school.

Schools that were influenced by institutions of higher education indicated more frequently they had introduced or strengthened heterogeneous grouping of students, the adoption/adaptation of exemplary and generic programs, and student support services. Schools influenced by federally supported educational laboratories or centers indicated more frequently the adoption/adaptation of exemplary programs, computer assisted instruction, and staff development. Schools influenced by independent consultants were more likely to indicate the adoption/adaptation of exemplary and generic programs.

Schools in very small districts reported being influenced by district Chapter 1 staff less often, but by state Chapter 1 staff more often. Schools in urban districts and urban schools reported being influenced by state Chapter 1 staff less often. Schools in rural districts and rural schools reported

more often than other schools that they were influenced by the Chapter 1/Rural Technical Assistance Centers. Also, the more recently the schoolwide project was started, the more likely the school was to report that they were influenced by staff from another schoolwide project.

A majority (60%) of schoolwide project schools reported that Chapter 1 services could not be distinguished from the regular program (see Table 17). Of the 739 schools reporting that Chapter 1 services were distinguishable from the regular program, 672 provided an explanation of how. Many (43%) explained that additional services were provided to educationally disadvantaged students or students that would have received Chapter 1 services in a traditional program. Thirty percent cited additional personnel and 16 percent reported a focus on mathematics and reading. On the other hand, fully one-third explained that a different service delivery model was used, 19 percent said computer assisted instruction was used (and presumably not used in the regular program), and 12 percent reported the pull-out model was employed. This latter group of explanations suggests that in some schoolwide project schools (perhaps around ten percent of all such schools), educationally disadvantaged students may continue to receive supplemental services in much the same way they received them before the schoolwide project was implemented.

Table 17
Distinguishing Chapter 1 Services from the Regular Instructional Program in Schoolwide Project Schools

Distinguishable Chapter 1 Services	Number	Percentage
Chapter 1 services cannot be distinguished from the regular program	1,102	59.9
Chapter 1 services can be distinguished from the regular program	739	40.1

Distinguishing Characteristics	Percentages (N = 672)
Additional instruction provided	43
Different service delivery model used	33
Additional personnel used	30
Computer assisted instruction used	19
Focus on mathematics and reading	16
Pull-out model used	12
More materials available	7
Other	9

Total	1,841	100.0

Table reads: 40.1 percent of schoolwide project schools reported that Chapter 1 services can be distinguished from the regular program. Of those schools, 43 percent said these services involved additional instruction.

Parent education and involvement was the most often mentioned activity, program and strategy introduced or strengthened through the implementation of schoolwide projects (see Table 16). This involvement took the form of informal parent-teacher contacts in almost all (99%) of the schools. With one exception, parents were indicated as very or somewhat involved in all other types of involvement listed in the questionnaire (e.g., volunteering in the school, helping students with schoolwork in the home, etc.) by at least seventy percent of the schools. The one exception was participating in school-based adult education or family literacy programs; only 53 percent of the schools indicated involvement in this type of activity. This type of activity, however, was offered in

less than two-thirds (66%) of the schools. The other types of activities were offered by more than 90 percent of the schools.

All of the case study schools believed that parent involvement was important and all felt it was an area where they had been less than successful in the past. With the schoolwide project came an increase in outreach to parents, often focusing on meeting the parents' needs as a first priority and/or having fun activities for the whole family. Several of the schools have parent education programs, some of which include home visits. Some offer literacy training or GED preparation at the school. The literacy training often takes place during the day and brings parents into the school with their children. The GED preparation most frequently makes use of the computer laboratories in the evening. A frequent comment was that the schoolwide project made the GED training possible and this in turn made the school a more comfortable place for parents to come for other reasons. As one parent said, "Before schoolwide, everything was targeted at Chapter 1 parent involvement. The school only wanted us when they had something to say or they wanted us to learn. Now there is more emphasis on the social and parenting needs of parents, it's more like a family. I feel I have something to give and it's valued."

Components of School Improvement

"Raising the achievement levels of all students" was a major component of the school improvement efforts of 90 percent of schoolwide project schools. This was followed closely by "increasing parent involvement" (88%), "improving the performance of low achieving students" (86%), and "creating high expectations for student performance" (86%). Over one-third (34.1%) of schoolwide project schools considered raising achievement levels as the most important component and over two-thirds (68%) ranked this component in the top three. Although "increasing parent involvement" was a major component of school improvement efforts in 88 percent of the schools, only 4.4 percent ranked it as the most important component. Only 18 percent of the schools felt that some components of their school improvement efforts were <u>not</u> part of the Chapter 1 schoolwide project.

Schools in very small districts and very small schools reported improving discipline and safety less often as a component of their school improvement efforts. Schools in districts with LEP percentages above 50 percent were also less likely to indicate this component. The urbanicity of schools and districts was directly related to how frequently schools mentioned it.

Very small and rural schools reported staff development less often; schools in urban districts and urban schools reported it more often. Schools in very small and rural districts reported improving consensus on school goals less often. Schools in high poverty districts are twice as likely to report enlarging the role of the school leader over instructional decisions than are schools in low poverty districts.

Chapter 5

Implementation and Perceived Impacts

The results presented in this chapter address the problems schools and districts have encountered in the implementation of schoolwide projects and other school improvement efforts. This chapter also examines how the support and development of staff have changed as a result of implementing schoolwide projects. Finally, results are presented regarding perceived changes in the coordination of Chapter 1 services with other programs and the impact of schoolwide projects on Chapter 1 services in other schools.

Implementation Problems

Money and/or resources, lack of parent involvement, and teacher time and energy were the most frequently mentioned problems experienced in implementing school improvement efforts. About one-third of the schools listed each of these as a major problem (see Table 18). Staff disagreement over goals was not a problem in most (79%) of the schools. When responses to this item were compared to selected school and district characteristics, the only substantial difference to emerge was that schools in districts with higher LEP percentages tended to indicate staff disagreement over goals as a problem more often than schools in lower LEP districts.

Table 18
Problems Involved with Implementing School Improvement Efforts

Problem Source	Percentages (N = 1,818) Major Problem	Minor Problem	No Problem
Money and/or resources	35	36	29
Lack of parent involvement	33	45	22
Teacher time and energy	31	41	28
Constraints of the physical plant	24	33	43
Slow progress in reaching goals	20	52	28
Arranging for staff development	16	44	40
Maintaining communication about the effort	9	42	49
Unanticipated crises	9	31	60
Lack of staff skills that were required	7	42	51
Staff disagreement over goals	2	19	79
Other	4	1	95

Table reads: Over one-third (34.9%) of schoolwide project schools considered money and/or resources to be a major problem in implementing school improvement efforts.

Almost half of the schools and districts cited no major disadvantages in having a schoolwide project (see Table 19). More specifically, 32 percent of the schools reported there were no disadvantages and another 15 percent provided no response to Question 50. The percentage of schools and districts citing each type of disadvantage was small. The most frequently cited disadvantages were paperwork and time requirements, limited funding and, in the case of districts, decreased funding for other schools.

Table 19
The Major Disadvantages of Having a Schoolwide Project

Major Disadvantages	Percentages	
	Schools (N=1,886)	Districts (N=431)
Paperwork	12	12
Time required	8	10
Limited funding	5	7
Chapter 1 students receive less services	4	7
Difficulty understanding requirements	3	5
Reliance on NCE gains	3	2
Inappropriate accountability design	3	5
Additional training needed	3	3
Insufficient building control of program	3	1
Building consensus	3	3
Fear of losing funding	2	3
Need more than three years	2	4
Mobility of students	2	2
Maintenance of effort/comparability	1	7
Home problems continue	1	1
Evaluation based on Chapter 1 only	1	1
Scheduling problems	1	1
Decreased funding for other schools	1	8
75% requirement	1	3
Other	11	14
No disadvantages	32	33
No response	15	11

Table reads: Almost one-third (32%) of the schoolwide project schools report no disadvantages of having a schoolwide project. Thirty-three percent of districts with schoolwide projects report no disadvantages.

Another indicator of obstacles and problems encountered by schoolwide project schools is the response to a question concerning suggestions for changes in Chapter 1 legislation regarding schoolwide projects. Schools' responses are summarized in Table 20. Again, over half of the schools did not make any suggestions for change, and the percentages of schools citing particular changes was small. Interestingly, whereas only three percent of schools and two percent of districts cited the

reliance on NCE gains for evaluating schoolwide projects as a disadvantage (see Table 22), ten percent of the schools suggested changing the legislation to have less reliance on NCE gains. Perhaps the additional schools believe this to be a Chapter 1 problem, not just a disadvantage for schoolwide projects.

Table 20
Suggested Changes in Chapter 1 Legislation Regarding Schoolwide Projects

Suggested Changes	Percentages (N = 1,886)
Less reliance on NCE gains	10
Increase funding	7
More fluid use of funds	7
Lower poverty percentage requirement	7
Lengthen number of years	5
Reduce paperwork	3
Simplify procedures	3
Eliminate accountability requirement	1
Less complex evaluation requirement	1
Do not allow other school comparison	1
Evaluations should consider external problems	1
Measure growth of all children	1
Require staff training	1
Require parent involvement/training	1
Allow one year continuation	1
Evaluation criterion should not change over three year period	1
Factor in attendance	1
Other	16
No changes to suggest	18
No response	36

Table reads: Ten percent of schoolwide project schools suggest changing Chapter 1 legislation regarding schoolwide projects to have less reliance on NCE gains.

Coordination

One of the emerging trends in the delivery of Chapter 1 services is attention to better integration of services for students. The potential exists for creating a fragmented school day through

the different, and often inconsistent, requirements of special education, bilingual/ESL, Chapter 1 and other programs. There are also the tensions of deciding which programs are allowed to address which students' needs. One of the purposes of the schoolwide project is to facilitate greater cooperation and coordination of Chapter 1 services with these other programs so that the needs of all students in the school are better met. Consequently, both schools and districts with schoolwide projects were asked whether and how the schoolwide project contributed to this goal.

More flexible use of instructional materials was the most popular contribution according to both schools and districts (see Table 21). Only one percent of schools and districts responded that schoolwide projects have not contributed to greater cooperation and coordination of Chapter 1 services across categorical programs.

Table 21
Ways in Which Schoolwide Projects Have Contributed to Greater Cooperation and Coordination Across Categorical Programs According to Schoolwide Project Schools and Districts with Schoolwide Projects

Ways Schoolwide Projects Have Contributed	Percentages	
	Schools (N=1,710)	Districts (N=411)
More flexible use of instructional materials	88	93
More flexible use of equipment	83	89
Improved staffing of services to students	75	76
Improved scheduling of services to students	74	79
More effective/efficient staff in-service training	70	73
More appropriate service delivery models	68	73
Other	5	10
Schoolwide projects have not contributed to greater cooperation and coordination	1	1

Table reads: About three-fourths of schoolwide project schools (75%) and districts with schoolwide projects (76%) report that schoolwide projects contribute to greater cooperation and coordination across categorical programs through improved staffing of services to students.

Impact on Chapter 1 Students in Other Schools

Since schoolwide projects are designed to meet the needs of all students in the Chapter 1 school, more Chapter 1 funds may be required. This raises the possibility that Chapter 1 funds might have to be reduced in other Chapter 1 schools. Ninety-five percent of the districts providing Chapter 1 services in non-schoolwide project schools indicated that there was no change in Chapter 1 services to non-schoolwide project schools due to implementing schoolwide projects in other schools. Approximately one-third of those districts reported that funding levels had stayed the same; the other two-thirds reported that increases in funding went to schoolwide project schools. Very few districts reported reductions in Chapter 1 services in schools without schoolwide projects. The districts that reduced services in non-schoolwide project schools did so by a combination of providing fewer Chapter 1 services to about the same number of schools and students as before, or providing Chapter 1 services to fewer students and/or schools than before. Only 10 of the 339 districts responding indicated they chose to have fewer schools provide Chapter 1 services.

Another possible side effect of implementing schoolwide projects is that Chapter 1 services provided to private school students at or near a school may be affected by the change from a traditional program to a schoolwide project. About two-thirds (66%) of the schools reported there were no private school students being served by Chapter 1 at or near the school prior to implementing the schoolwide project. Almost all other schools (32%) reported no changes in the way private school students were served. Only 1 percent of the schools indicated any changes.

Staff Development

The second most frequently mentioned activity or strategy introduced or strengthened through the implementation of schoolwide projects was staff development (see Table 16 in the previous chapter). The typical teacher in schoolwide project schools received an average of 29 hours of staff development during the 1990-91 school year. Average hours of staff development were directly related to the percentage of educationally disadvantaged students in the school (higher percentages were associated with more hours), and the year in which the schoolwide project started (the recency of the start was associated with fewer hours).

The most popular area for staff development in schoolwide project schools during the school year 1990-91 was reading/language arts instruction (see Table 22), followed by instruction for low achieving students and mathematics instruction.

Table 22 Areas of Staff Development for Teachers in Schoolwide Project Schools during the 1990-91 School Year	
Staff Development Areas	Percentages (N = 1,876)
Reading/language arts instruction	84
Instruction for low achieving students	74
Mathematics instruction	72
Classroom management techniques	69
Interpreting achievement test information	67
Higher order thinking skills	62
Parent involvement	58
Other curriculum content	47
School based management	36
Integration of supplementary services	36
Other	16
Table reads: During the 1990-91 school year, about two-thirds (67%) of schoolwide project schools provided staff development to teachers on interpreting achievement test information.	

Training was provided to parents, administrators, teachers and other groups to help them implement the schoolwide project plan. This training could include being provided with materials, participating in workshops, attending conferences, and visiting schools. Administrators and teachers were most often mentioned as receiving training across all four types of training, as well as receiving the lowest percentages in the "Not Trained" category. Almost half of the schools reported teachers and administrators visiting other schools. Parents and instructional aides were mentioned next most frequently. The two types of training provided most often were workshops and materials.

In over two-thirds (69%) of the districts, staff development in schoolwide project schools was seen as more inclusive of all teachers than staff development in non-schoolwide project schools and over half (55%) of the districts indicated the schoolwide project schools have more hours of staff development. The type of staff development activities also changed in schoolwide project schools,

with over one-third (40%) of the districts indicating that staff development in schoolwide project schools is more focused on serving educationally disadvantaged students.

Other differences mentioned by 11 percent of the districts include: staff development is more focused on the goals of the project in schoolwide project schools, staff development is more articulated with the regular program, and schoolwide project teachers visit other schools and attend conferences. Only one in six (16%) of the districts responded that there is no difference in staff development activities between schoolwide project schools and schools without a schoolwide project.

Focusing and Coordinating Staff Professional Development

The school district of one of the case study schools offers one of the most comprehensive and diverse professional development programs in the country. The primary vehicle for staff development in the district is an academy established through a foundation grant. This academy provides the infrastructure through which professional development is linked to systemic restructuring in the school district. The academy's activities embrace the state's educational reform movement as well as the district's thrust of success for all students.

Teachers, administrators and support staff at the schoolwide project school benefit from the academy's offerings as do staff from other district schools. The schoolwide project focus, however, provides an opportunity for them to tailor professional development to the specific goals and objectives articulated in the school's three-year plan. The school uses its instructional teams to decide which staff development activities should be undertaken relative to the needs of staff and students in the school. Once the staff development areas are determined, the academy provides the services through a variety of opportunities: summer institutes; one-day seminars; districtwide or site-specific retreats; local, state, regional, and national conferences; support groups; individual workshops; concentrated study strands; peer coaching; trainer training; pilot participation projects; independent service packets; video studies; cadre team development; professional growth partnerships; and university partnerships.

Very small districts (enrollment less than 1,000) were more likely to report no differences in staff development between schoolwide project schools and other Chapter 1 schools. Also, the larger the district, the more likely they were to perceive that schoolwide project schools receive more staff development than the other Chapter 1 schools and the more likely they were to perceive that schoolwide project school staff development was more inclusive of all teachers. Urban districts also perceived more frequently that schoolwide project schools received more staff development. Districts with LEP percentages over 50 percent and high poverty districts indicated no differences in staff development more often; however, the high LEP districts also reported more often that staff development in schoolwide project schools was more focused on serving educationally disadvantaged students.

Monitoring and Technical Assistance from the District

About half (53%) of the districts with at least one non-schoolwide project Chapter 1 school felt that the frequency of district site visits to schoolwide project schools was higher than visits to non-schoolwide project schools, and most of the rest felt there was no difference. Smaller districts and high poverty districts were more likely to report no difference in site visit frequency. The schoolwide project schools agree with this from a slightly different perspective. About half (50.3%) of the schoolwide project schools reported that district staff are making more site visits since the school implemented a schoolwide project and slightly less than half (46%) reported no change. Schools in districts with LEP percentages over 10 percent and schools with LEP percentages over 10 percent were more likely to report no change in the frequency of site visits.

Over one-third of districts with schoolwide projects have changed the procedures they use to monitor and provide technical assistance to schoolwide project schools (see Table 23). A similar percentage of schools with schoolwide projects reported a change in these procedures. The majority (56%) of schoolwide project schools reported receiving monitoring and technical assistance visits from the district more than six times a year.

Table 23
Changes in District Chapter 1 Office Monitoring or Technical Assistance Due to Implementing Schoolwide Projects

	Districts		Schools	
Changes?	Number	Percentage	Number	Percentage
No	264	62.3	1,066	58.4
Yes	160	37.7	760	41.6
Total	424	100.0	1,826	100.0

Table reads: Over one-third (37.7%) of districts with schoolwide projects have changed the procedures used by the district Chapter 1 office for monitoring and technical assistance. 41.6 percent of schoolwide project schools agree.

There is further similarity in the types of changes reported by districts and by schoolwide project schools. Districts and schools most frequently reported increased communication and time spent on technical assistance and more monitoring. Of those districts and schools that indicated change, more communication/more time was reported by 40 percent of the districts and by 44 percent

of the schoolwide project schools, and more monitoring was reported by 36 percent of the districts and 28 percent of the schools.

Over half of both districts and schools with schoolwide projects indicated that more technical assistance is provided to schoolwide project schools by the district Chapter 1 office. Over 55 percent of the districts reported they provided more technical assistance to schoolwide project schools than to Chapter 1 schools without schoolwide projects. In comparison, less than two percent of the districts reported providing less assistance to schoolwide project schools. Small districts and districts with more than 10 percent LEP were more likely to indicate no difference.

Over 61 percent of the schools reported that district staff provided more technical assistance since the schoolwide project had been implemented. Only 3 percent of the schools said they received less assistance. Schools in very small districts, schools in districts with more than 10 percent LEP, schools with more than 10 percent LEP, and schools with schoolwide projects that started before 1988-89, however, reported no change in the amount of technical assistance more frequently than other schools.

Chapter 6

The Accountability Requirement: Results and Issues

There are two kinds of evaluation requirements for schoolwide projects. The first is the general, Chapter 1 evaluation requirement that applies to schoolwide projects as well as the rest of a school district's Chapter 1 program. The second is the accountability requirement which applies only to schoolwide projects. At the end of the third year of the schoolwide project's operation (under the Hawkins-Stafford Amendments), the school district must compare the achievement gains made by educationally disadvantaged students in that school with the gains of Chapter 1 students who did not receive services through a schoolwide project.

There are two ways in which this accountability comparison can be made. The comparison can be with Chapter 1 students in other schools served during the same three-year period (the **"other schools"** comparison), or with Chapter 1 students who were served in the same school in the three years previous to the school's adopting a schoolwide project (the **"same school"** comparison). For secondary schools, if achievement levels over the three-year period are no lower than achievement levels during the three previous years, demonstration of lower dropout rates, lower retention rates, or higher graduation rates may be substituted for higher achievement gains.

Accountability Comparison Method Used

Before examining how schoolwide project schools and districts planned and implemented these accountability comparisons, schoolwide projects were separated into those that were in operation for three or more years prior to school year 1991-92 and those that were not. Those schoolwide projects that had been in operation for at least three complete school years under the Hawkins-Stafford Amendments would have conducted the accountability comparisons for a three-year cycle. Those with less than three years would not necessarily have made any comparisons, although they might have preliminary results based on the first or second year of their operation. As Table 24 shows, only 179 (9.5%) schoolwide projects had been in operation for three complete years under the Hawkins-Stafford Amendments (and perhaps longer if they were started before these amendments). The rest were almost evenly divided among two-year, one-year and new schoolwide projects.

Table 24
Number of Complete School Years Schoolwide Project Operated under Requirements of Hawkins-Stafford Amendments

Number of Years	Number	Percentage
New (1991-92 was first year)	613	32.6
One year	571	30.4
Two years	515	27.5
Three years	179	9.5
Total	1,878	100.0

Table reads: During the 1991-92 school year, almost one-third (32.6%) of schoolwide project schools had operated their schoolwide project for less than one complete school year.

Over three-fourths of the schools operating schoolwide projects less than three school years indicated they were planning to use the same school method, while 61 percent of those operating schoolwide projects for at least the three previous school years used the same school method (see Table 25).

Table 25
Method of Comparison Planned (by Schoolwide Projects Operating < 3 Years) or Used (by Schoolwide Projects Operating > 3 Years) to Fulfill Accountability Requirement

Method of Comparison	Operating < 3 Years		Operating > 3 Years	
	Number	Percentage	Number	Percentage
Other Schools	345	22.6	64	38.6
Same School	1,184	77.4	102	61.4
Total	1,529	100.0	166	100.0

Table reads: Over three-fourths (77.4%) of schools with a schoolwide project in operation less than three years plan to use the "same school" method of comparison. Relatively fewer (61.4%) schools with a schoolwide project in operation more than three years used this method.

The popularity of the same school method may be due in part to the large number (about 400) of schoolwide project schools that are in districts where there are relatively few or no Chapter 1 schools without schoolwide projects. In addition, there are secondary schoolwide project schools for which there would be no other schools at the appropriate grade levels. When schools' responses to

this question were compared with selected characteristics of schools and districts, it was found that schools in very small districts and high schools or combined middle/junior and high schools reported the same school comparison more often.

As Table 26 indicates, most (92%) schools operating schoolwide projects less than three years plan to use NCE gains on norm referenced achievement tests in their accountability comparisons. Slightly fewer (84%) of the schools operating schoolwide projects more than three years did in fact use such measures. The relative popularity of the different types of measures was similar for those schools operating schoolwide projects for less than versus more than three years. As might be expected, the measures of achievement that were indicated as appropriate only for secondary schools were indicated more often by schools with grade spans which included high school.

Table 26
Measures of Achievement Planned (by Schoolwide Projects Operating < 3 Years) or Used (by Schoolwide Projects Operating > 3 Years) in Accountability Comparisons

Achievement Measures	Operating < 3 Years Percentage (N = 1,685)	Operating > 3 Years Percentage (N = 179)
NCE gains on norm referenced achievement tests	92	84
Criterion referenced achievement tests	26	24
Grades	23	32
Mastery checklists	20	18
Writing samples	18	15
End of unit/chapter tests	14	15
Basal levels	11	18
Class or homework assignments	8	7
Retention rate (secondary schools only)	6	1
Dropout rate (secondary schools only)	5	2
Graduation rate (secondary schools only)	4	1
Other	10	9

Table reads: Almost all (93%) schools with a schoolwide project in operation for less than three years plan to use NCE gains on norm referenced tests for the accountability comparisons. Relatively fewer (84%) schools with a schoolwide project in operation for more than three years used this type of achievement measure.

The Chapter 1 regulations require that parents, teachers, librarians, instructional aides, administrators, pupil services personnel, and—in secondary schools—students be involved in the development and implementation of the schoolwide project accountability comparisons. Schoolwide project schools were asked whether these groups were involved by planning the comparisons, assisting in making the comparisons, helping to report the results, or by being informed of the results. Parents were most typically involved by being informed of the results of the accountability comparisons (almost half of the schools involved them this way). About half of the schools involved administrators and teachers in each of the four ways. Planning and receiving results were the two most popular forms of involvement.

Results of the Accountability Comparisons

There is a great deal of interest in the potential success of schoolwide projects, in terms of student achievement outcomes as well as administrative and instructional improvements. For this reason, the schoolwide project survey attempted to obtain information about the results of the accountability comparisons, whether in preliminary form for schoolwide projects in operation for less than three years or in final form for those having completed three years.

Table 27 shows that the majority (59%) of the schools with schoolwide projects in operation for less than three years did not have any preliminary results available. Another third (36%) stated that the preliminary evidence did favor the schoolwide project. Less than five percent felt that the preliminary results did not favor the schoolwide project. For those schools with schoolwide projects in operation for more than three years, only three-fourths (78%) reported that the evidence favored the schoolwide project. This percentage is surprisingly low for the following reason. First, the schoolwide project survey included only those schools operating schoolwide projects during the 1991-92 school year. Schools operating schoolwide projects in previous years, but not during 1991-92, were not included in the survey. Second, every schoolwide project in operation for more than three years under the Hawkins-Stafford Amendments must have accountability comparison results from the first three years which favor the schoolwide project in order to continue for another three years. Thus, every schoolwide project participating in the survey which was in operation for more than three years should have had favorable accountability comparison results.

Table 27
Results of Preliminary (for Schoolwide Projects Operating < 3 Years) or Final (for Schoolwide Projects Operating > 3 Years) Accountability Comparisons

Results of Comparisons	Operating < 3 Years		Operating > 3 Years	
	Number	Percentage	Number	Percentage
Preponderance of evidence favors the schoolwide project	558	35.9	130	77.8
Preponderance of evidence does not favor the schoolwide project	76	4.9	11	6.6
Results are not available	920	59.2	26	15.6
	1,554	100.0	167	100.0

Table reads: Over one-third (35.9%) of schools with a schoolwide project in operation less than three years have preliminary results favoring the schoolwide project. Over three-fourths (77.8%) of schools with a schoolwide project in operation more than three years report favorable results.

Over one-third (38%) of the schools which operated schoolwide projects for more than three years reported favorable evidence generally increasing over time—each year the schoolwide project did better. The second most frequent pattern was the school's obtaining about the same favorable evidence each year. About one out of seven (14%) schools based their accountability comparisons on third year results only, an allowable practice for the first three-year period. A total of only 14.2 percent of the schools reported discouraging or variable patterns of favorable evidence.

For one of the schoolwide projects visited for the case studies, continued academic growth is a source of pride for the school and the community. In mathematics and language arts, the school has reached its goal of the 50th percentile on standardized tests. No grades were above the 30th percentile in either subject when the program began. Although lagging behind that goal in reading in the upper grades, substantial progress has been made. Kindergarten and first grade are above the 60th percentile, and second grade is at the 47th percentile. Even the upper grades have increased from reading averages between the 15th and 22nd percentile to between the 26th and 36th percentile.

Problems Encountered with Accountability Requirement

Four areas were identified in which schools and districts might experience difficulties when trying to implement the accountability comparisons: data availability, choosing among available scores and measures, identifying students to be included, and availability of qualified staff. Most schools (59%) responded that there had been no difficulties (see Table 28). About one-sixth of the schools checked each of the four areas.

Table 28
Areas in Which Schoolwide Project Schools Have Experienced Difficulty in Developing or Implementing the Accountability Comparisons

Areas of Difficulty	Percentage (N=1,611)
No Difficulties	59
Availability of the data required for comparisons	19
Deciding which test scores and other measurements to include in the analyses	16
Determining which students would be included in the analyses	16
Availability of qualified staff to collect data and/or conduct the analyses	14
Other	8

Table reads: Over half (59%) of schoolwide project schools report experiencing no difficulties in developing or implementing the accountability comparisons.

Districts experienced these same difficulties in similar degrees. Tables 29 through 33 summarize the percentages of districts which indicated having each type of difficulty and the actions taken if difficulties had been experienced. For example, Table 29 shows that about one-sixth (16%) of the districts with schoolwide projects reported that the school-level data needed for the accountability comparisons have not been available. Almost all of these districts (64 of 66) indicated one or more actions taken to address the problem. The most popular action (38%) was asking the state Chapter 1 office for assistance. About one-seventh (14%) actually amended the schoolwide project plan(s) from the same school method to the other school method, or vice versa, to deal with the problem.

The percentages of districts indicating difficulties in each of the areas are about the same as the percentages of schoolwide project schools experiencing these difficulties (see Table 28). An apparent exception is the "other" problems category (see Table 33); over twenty percent of the

districts checked this area compared to eight percent of the schools. However, the specification of these other problems indicates that most could easily have been classified as data availability difficulties.

The most popular actions taken in each area of difficulty tend to be requesting help from the state Chapter 1 office, followed by the Chapter 1 Technical Assistance Center (TAC) or Rural Chapter 1 TAC. The exception to this is the area of qualified staff; the most popular action taken in this area was to obtain assistance from an outside evaluation consultant.

Table 29
Availability of School-Level Data for Accountability Comparisons in Districts with Schoolwide Projects and Actions Taken If Not Available

Availability of Data	Number	Percentage
Data have been available	346	84.0
Data have not been available	66	16.0

Actions Taken If Not Available	Percentages (N = 64)
Asked SEA Chapter 1 office for assistance	38
Asked Chapter 1 TAC or Rural TAC for assistance	16
Amended schoolwide project plan to use a different accountability comparison method	14
Asked outside evaluation consultant for assistance	9
Asked test publisher for additional subtest scores for advanced skills	3
Other	12
No action taken yet	34

Total	412	100.0

Table reads: Sixteen percent of districts with schoolwide projects report that school-level data were not available. Of those districts, over one-third (38%) asked the SEA Chapter 1 office for assistance.

Table 30
Difficulties in Identifying Which Students to Include in Accountability Comparisons in Districts with Schoolwide Projects and Actions Taken If Had Difficulties

Difficulties in Identifying Students	Number	Percentage
No difficulties in identifying students	342	81.8
Had difficulties in identifying students	76	18.2

Actions Taken If Had Difficulties	Percentages (N = 74)
Asked SEA Chapter 1 office for assistance	47
Chapter 1 TAC or Rural TAC for assistance	22
Asked outside evaluation consultant was asked for assistance	11
Other	11
No action taken yet	36

Total	418	100.0

Table reads: 18.2 percent of districts with schoolwide projects report difficulties in identifying which students to include in accountability comparisons. Of those districts, almost half (47%) asked the SEA Chapter 1 office for assistance.

Table 31
Difficulties Deciding Which Measurements to Include in Accountability Comparisons in Districts with Schoolwide Projects and Actions Taken If Had Difficulties

Difficulty in Deciding Measurements to Use	Number	Percentage
No difficulties in deciding measurements to use	340	81.1
Had difficulties in deciding measurements to use	79	18.9

Actions Taken If Had Difficulties	Percentages (N = 77)
Asked SEA Chapter 1 office for assistance	53
Asked Chapter 1 TAC or Rural TAC for assistance	25
Asked outside evaluation consultant for assistance	9
Asked test publisher for assistance	8
Other	14
No action taken yet	30

Total	419	100.0

Table reads: 18.9 percent of districts with schoolwide projects report difficulties deciding which measurements to include in the accountability comparisons. Of those districts, over half (53.2%) asked the SEA Chapter 1 office for assistance.

Table 32
Availability of Qualified District Staff in Districts with Schoolwide Projects to Collect and Analyze Data for Accountability Comparisons and Actions Taken If Not Available

Availability of Qualified District Staff	Number	Percentage
Qualified district have been available	347	83.0
Qualified district staff have not been available	71	17.0

Actions Taken If Not Available	Percentages (N = 64)
Obtained assistance from outside evaluation consultant	25
Obtained assistance from SEA Chapter 1 office	22
Obtained assistance from Chapter 1 TAC or Rural TAC	16
Other	14
No action taken yet	45

Total	418	100.0

Table reads: Seventeen percent of districts with schoolwide projects report that qualified district staff were not available. Of those districts, 22 percent obtained assistance from the SEA Chapter 1 office.

Table 33
Other Problems Implementing the Accountability Comparisons in Districts with Schoolwide Projects

Other Problems?	Number	Percentage
Experienced no other problems	324	79.2
Experienced other problems	85	20.8

Explanation of Other Problems	Percentages (N = 85)
Accessing test data	40
Changing tests	24
Other testing difficulties	21
Student mobility	11
First year problems	10
No response	4

Total	409	100.0

Table reads: 20.8 percent of districts with schoolwide projects report experiencing other problems in implementing the accountability comparisons. Of those districts, forty percent described a problem related to accessing test data.

Chapter 7

Conclusions and Implications

This chapter summarizes and highlights conclusions based on the results presented in the previous five chapters. Where appropriate, implications of these findings for future legislation regarding Chapter 1 schoolwide projects or for effective technical assistance strategies to help schools plan and implement schoolwide projects are presented for consideration. This chapter is also organized around the five main areas of study questions employed above.

District and School Characteristics

School districts with at least one school with a schoolwide project had high poverty levels (almost all had poverty levels greater than 25 percent). This was especially true in the smaller districts with only a few schools since the impact of the schoolwide project school's high poverty on the district average is much more pronounced.

Chapter 1 schoolwide projects that operated in school year 1991-92 tended also to be located in large school districts. A disproportionately large percentage of these school districts with schoolwide projects had student enrollments over 25,000, and half of all schoolwide project schools were located in such districts. On the other hand, the student enrollments of schoolwide project schools were relatively typical of all schools, perhaps a little larger on the average. If high poverty school districts tend to be the larger districts and school enrollments in larger districts are only a little higher on the average, this result should be expected.

Chapter 1 schoolwide project schools are very similar to all Chapter 1 schools in terms of the grades that they serve; about three-fourths are elementary schools and another 15 percent serve elementary grades in combination with other secondary grades. Consistent with their location in larger districts, over half of the schoolwide project schools reported being located in urban areas.

There is also some evidence that the rate of participation in schoolwide projects is higher for schools with extremely high poverty levels (e.g., above 85%) than it is for those schools with less high levels. Presumably, there are fewer schools nationally with extremely high poverty levels than schools with less high levels. Yet the distribution of schoolwide project schools across all poverty levels from 75 to 100 percent was very even.

Finally, the students enrolled in schoolwide project schools have characteristics other than high concentrations of poverty that suggest that there are large numbers of at-risk students in these schools. About twenty percent of all students in schoolwide project schools during the 1991-92 school year were limited English proficient, and seventy percent were identified as educationally disadvantaged. Certainly, targeting high poverty schools is a very efficient way to make services available to educationally disadvantaged students.

There has been a steady increase in the number of schoolwide projects over the past three years—about five or six hundred additional schools per year. Apparently, as state and district Chapter 1 programs become more familiar with what is involved in schoolwide project planning and implementation, more of the qualifying schools will apply for this Chapter 1 service delivery approach. The districts in this survey account for almost half of the approximately 7,000 schools that qualify nationally. It seems reasonable to assume that the principals and staff of all qualifying schools in these districts would be aware of the schoolwide project opportunity. Yet, only three-fifths of these schools were operating a schoolwide project during 1991-92. If schoolwide projects are perceived in a generally favorable light, one must wonder why more of the eligible schools are not implementing them. The results of the survey do not provide any compelling explanations. Information collected from the six case studies does, however. The staff interviewed in all of these schools commented on the demand the schoolwide project placed on their time and energy. This was the major disadvantage of schoolwide projects mentioned by the teachers. The multiple programs, intensive staff development and team planning required committed, enthusiastic, high energy teachers. Indeed, some school principals and staff may not believe they are yet ready for such a commitment.

Influential Factors in Planning

The most frequent reason given by schools for applying to become a schoolwide project was greater flexibility in service delivery and instructional grouping. If one assumes that schools are aware of ways to serve the needs of educationally disadvantaged students which are better than the methods they felt obligated to employ in a traditional Chapter 1 project, this response suggests that implementing a schoolwide project is a good idea. On the other hand, what if the greater flexibility is being used to simplify administrative requirements rather than to meet the needs of students better than before? The six case studies suggest some optimism in this regard. All of these schools indicated high levels of enthusiasm for developing strategies for improving instruction and meeting

the diverse needs of their students. In most cases the schoolwide project was seen as just another opportunity to pursue these goals.

The survey questionnaire item asking about reasons for becoming schoolwide projects lacked choices having to do with helping the program or instruction to meet the needs of students. Responses to an open-ended question about the advantages of schoolwide projects included a mixture of comments about potential benefits to students and easing administrative burden. A reasonable conclusion may be that some educators will work very hard to meet the needs of their students, while others will try to reduce the amount of work required, and becoming a schoolwide project can be used to support both types of goals.

Even though very few schools and districts mentioned improving student achievement as an advantage of the schoolwide project, almost all schools indicated that raising the achievement levels of all students and improving the performance of low-achieving students were major components of their school improvement efforts. Perhaps the advantages of the schoolwide project are perceived to be those aspects of the schoolwide project which allow the more student-oriented goals to be attained.

Although very few schools indicated that being identified for Chapter 1 program improvement was one of the primary reasons for applying to be a schoolwide project, over half of the schools indicated they had been identified for Chapter 1 program improvement during the planning or implementation of the schoolwide project. About one-third also indicated that the schoolwide project plan was also the program improvement plan. This high incidence of schools in program improvement is consistent with the finding reported in *The Chapter 1 Implementation Study: Interim Report* that program improvement rates were much higher in high poverty districts.

From the schoolwide project building's point of view, the decision to become a schoolwide project was most influenced by the school's administrative staff and the local school district Chapter 1 coordinator. Schools in smaller districts were influenced more frequently by state Chapter 1 staff. The district and state Chapter 1 staff were seen as helpful primarily through the provision of information and encouragement, although staff development and additional funds were provided by many districts.

Once having decided to apply for schoolwide project status, the schools did not seem to have invested great lengths of time in planning the project—less than a year in most cases, and probably closer to six months. But given the way Chapter 1 is administered on an annual basis, this result is not surprising. There are few incentives for school personnel to develop a plan for a project unless

it is going to be incorporated into the next annual Chapter 1 application. This interpretation is especially significant if one acknowledges that it takes time to plan and implement the kind of change hoped for by many advocates of the schoolwide project model. A more realistic expectation suggested by the schools visited in the case studies is that the transition to schoolwide project status is just one more small step in effecting long term change, not a stimulus for an immediate transformation.

A diversity of groups is involved in planning the schoolwide project, as required in the regulations. Teachers and administrators were the groups reported as most frequently involved in a variety of ways, followed by parents and, then, other school personnel. There seemed to be no preference for different types of involvement, overall or within different groups.

Almost all schools reported looking at norm-referenced, standardized test scores when conducting the needs assessment for the schoolwide project. Surveys of teachers and parents were employed frequently, as were classroom measures. The traditional Chapter 1 needs assessment procedures appear to have been sufficient for conducting a comprehensive assessment of the needs of all students in the school.

Only about half of the schools and districts reported encountering any obstacles in becoming a schoolwide project. Most of these were problems with planning the accountability comparisons required. A lack of resources and information were the next most frequently mentioned problems. Problems in understanding and planning ways to implement the accountability comparisons were mentioned more frequently in small districts and districts with high percentages of LEP students.

Services Provided by Schoolwide Projects

Schools tended to introduce or significantly strengthen a large number and variety of activities, programs and strategies as part of the schoolwide project. The average number of activities, programs and strategies either introduced or strengthened was seven, i.e., half of the fourteen choices listed. Did the onset of a Chapter 1 schoolwide project really have such a broad impact? The responses to this survey and the case study results suggest that it may be difficult to identify specific activities, programs or strategies which constitute the schoolwide project. When asked to describe improvement efforts taking place in their school, more than four-fifths of the schools indicated that all of these efforts were part of the schoolwide project. If a schoolwide project school is providing new parent workshops, beginning a Reading Recovery program, encouraging more cooperative learning, training staff in new standards and instructional strategies in mathematics and science, etc., the building staff

may see all of these activities, programs and strategies as part of the schoolwide project even though some or all of them might have been implemented in the absence of the schoolwide project.

The three activities, programs and strategies mentioned most often, by over three-fourths of the schools, were parent education/involvement, staff development, and computer assisted instruction. In the schools visited for the case studies, these activities were prominent, as were their ties to other school improvement efforts. The Hazelwood (Kentucky) Elementary School runs an intergenerational literacy program, developed in cooperation with the district's Child Development Project, which offers health and education services for new and expectant parents, and education to enhance parenting skills. In Ganado, Arizona, parents who were formerly volunteers are now employed by the school as teacher helpers, working with small groups of students in the classrooms. One parent serves as the unit leader for the helpers and is an integral part of the Instructional Improvement Committee that helped design and implement the schoolwide project. In Los Angeles, all teachers are required as part of the Ten Schools Program to participate each summer in 20 days of staff development covering such topics as multi-cultural perspectives, literature-based instruction, cooperative learning, and writing. The McNair School in South Carolina provides its lowest-achieving fourth and fifth grade students with daily instruction in the HOTS Program, using block scheduling so that they are not singled out for special attention.

Support services, such as guidance, health care and home visits by school personnel were mentioned by about half of the schools in this survey. Even though the responses to the question about needs assessment information indicated that schoolwide project schools were apparently employing the standard Chapter 1 data to determine the needs of their students, the strong indication of support services at least implies that these schools are looking at other sources of information about students needs, e.g., health, pregnancies, discipline, etc., in determining services within the schoolwide project. In the Carl Lauro School (Rhode Island), an At-Risk Team consisting of a guidance counselor and a social worker acts on teacher recommendations to identify possible interventions for students.

In the first year or two under the Hawkins-Stafford Amendments, many feared that schools would use the schoolwide project option simply to reduce class size. About half of the schools in this survey did indicate using the schoolwide project to reduce class size by about eight students, on the average, in slightly more than half of the grades served by the school. However, those schools were found to have indicated the same diversity and number of other activities, programs and strategies

as were indicated by schools which did not mention reducing class size. Thus, it does not appear that schools are just using the schoolwide project to reduce class size.

The diversity and number of components ascribed to the schoolwide project suggests at least one other conclusion: some schoolwide project schools may be using the additional flexibility and, in some cases, funding to try out a lot of different approaches to instructional or support services. This kind of situation could indicate a need for instructional coordination within the school or district. However, obtaining consensus and articulating what should be taught and what all students are expected to learn is one of the greatest challenges facing schools and districts. If Chapter 1 schoolwide projects are intended to improve the entire school program, perhaps there should be some encouragement that schools address the need for instructional coordination in their design of the schoolwide project.

When asked who influenced their decisions to introduce or strengthen activities, programs or strategies, most schools identified district staff. Very few indicated specific influences from outside the school or district, e.g., universities, TACs, outside consultants, educational laboratories, or state education agency staff. These outside influences were mentioned more often, however, for certain types of activities. For example, schools that indicated the adoption or adaptation of an exemplary program or practice were more likely to cite institutions of higher education, educational laboratories, or outside consultants as being influential in their choice of that approach.

Implementation and Impacts

The most significant problems in implementing Chapter 1 schoolwide projects appear to involve a scarcity of resources, primarily people and funding. Approximately one-third of all schoolwide project schools mentioned insufficient money and/or resources, teacher time and energy, and parent involvement as a major problem in schoolwide project implementation. Although only about half of all schools and districts described any disadvantages of having a schoolwide project, the three categories mentioned most often were paperwork, time required, and limited funding. Popular suggestions for changes in schoolwide project legislation included to increase funding, to allow more fluid uses of funds, and to reduce paperwork.

As noted earlier, another infrequently mentioned, but significant, perceived disadvantage was that Chapter 1 (i.e., educationally disadvantaged) students receive fewer services in schoolwide project schools. On the other hand, there appears to be little or no concern for fewer services being provided in other Chapter 1 schools. Almost all districts indicated no change in Chapter 1 services

to non-schoolwide project schools due to implementing schoolwide projects in the district. This was true, also, for the way in which students in non-public schools were served.

In counterpoint to the possibility of fewer services for educationally disadvantaged students in schoolwide project schools is the reported increase in cooperation and coordination across all categorical programs in the schools through more flexible use of instructional materials and equipment, improved staffing and scheduling of services to students, better staff training, and better service delivery models. An example of this can be found in the Ganado, Arizona, case study. They reported that the schoolwide project had led to a more integrated instructional program. Chapter 1, special education, and ESL programs were fully integrated into the classrooms.

Another area of positive schoolwide project impact appears to have been staff development. Districts reported that staff development in schoolwide project schools was more inclusive of all teachers, that it is more focused on serving educationally disadvantaged students, and that there is more of it than in non-schoolwide project Chapter 1 schools. These advantages tended to be reported more often in the larger, urban districts. The most popular areas of staff development reported were reading/language arts instruction, instruction for low-achieving students, and mathematics instruction. Cautiously speaking, however, neither the survey results nor the limited number of case studies provide good evidence that these improvements in the amounts and focus of staff development are coordinated within an integrated effort to improve services to students. There may still be a significant need for the coordination of instructional and support services within many schoolwide projects.

Schoolwide project schools and districts also reported that more site visits are made to schoolwide project schools, that monitoring and technical assistance procedures have changed, and that more technical assistance is provided. In summary, many of the perceived impacts of becoming a schoolwide project suggest positive changes.

Accountability Results and Issues

Most schools reported using the "same school" method of comparison for meeting the accountability requirement for schoolwide projects. That is, most schools are comparing the performance of their educationally disadvantaged students served by the schoolwide project with the performance of their Chapter 1 students during the three years prior to becoming a schoolwide project. A substantial number of schoolwide project schools are in districts with few or no other schools receiving Chapter 1 services at the appropriate grade levels. Also, some schools may believe

that Chapter 1 students in other schools do not have the same intensity of needs and will, therefore, be able to improve more than educationally disadvantaged students in the schoolwide project school.

Most schoolwide projects had not completed three years of operation and, therefore, had not necessarily conducted the analyses required for the accountability comparisons. Only about ten percent of the schoolwide projects had completed three years. Of those in their fourth year, close to 80 percent indicated that the evidence did, indeed, favor the schoolwide project, another 15 percent reported not having the necessary data, and a few actually reported that the evidence did not favor the schoolwide project (in spite of the fact that they were continuing into their fourth year). Of those schoolwide project schools that had not yet been implemented for three full years, one-third had data indicating that the schoolwide project was comparing favorably to traditional Chapter 1 services. A small percentage reported these data not favoring the schoolwide project. But most schools did not have any results available.

In spite of the flexibility that schoolwide project schools have for selecting which assessment tools are used to measure student performance, very few employed anything else other than norm-referenced achievement tests. Obviously, in order to use other measures, the other measures would have to have been employed in the school prior to its becoming a schoolwide project, or the district would have to be using such measures in the other Chapter 1 schools.

The accountability comparison requirement was one of the most often mentioned obstacles in planning schoolwide projects and mentioned frequently as a negatively perceived consequence of schoolwide projects. The school and district responses to several questions regarding this requirement help explain the nature of this difficulty. First, a majority of the schools reported experiencing no difficulties with this requirement. One should not, however, conclude that the comparisons were easy to carry out for these schools—many districts, especially larger ones, conduct most data analyses of test scores needed for Chapter 1 at the central office level. In a word, many schools do not have to deal with these matters.

When districts were asked if they had any of several, specific difficulties with the accountability comparison requirement, most reported not having each of the specific difficulties. Generally, about one-fifth of the districts reported difficulties in each of the following areas: data availability, identifying students, deciding which measures to use, and the availability of qualified staff. Districts' strategies for solving all but the last of these problems generally involved seeking assistance from the state Chapter 1 office. Qualified staff were most often sought through outside consultants.

In summary, although schools and districts mentioned or implied difficulties with the accountability requirement more than most other problems, a large majority of schoolwide project schools and districts appear to have coped well with this requirement.

Appendices

Appendix I

Survey Study Questions and Methodology

Study Questions

In order to assess the needs of schoolwide projects on a national basis and to provide information for the mandated National Assessment of Chapter 1, the survey data collection instruments and procedures were designed to answer the following study questions:

Characteristics of Schoolwide Project Districts and Schools

- What is the size of districts operating schoolwide projects, the Chapter 1 programs in these districts, and the schoolwide project schools?
- What is the extent of poverty in schoolwide project schools and districts and how is it measured?
- What type of communities—urban, rural, or suburban—are served by schoolwide project schools and districts?
- What are the characteristics of students served by schoolwide project schools and districts?
- How many students in schoolwide project schools are educationally disadvantaged?
- How frequently are schoolwide projects employed in districts with schoolwide projects?

Influential Factors in Planning Schoolwide Projects

- What are the reasons that schoolwide projects were established?
- What parties were influential in schools' decisions to apply to implement a schoolwide project?
- What role did the SEA and LEA play in the decision-making process?
- What problems/obstacles did schools and districts encounter in applying to become a schoolwide project?
- How did districts conduct needs assessments of all the students, particularly of educationally disadvantaged students, in the schools as part of the schoolwide project plan?
- Have schoolwide project schools been identified for program improvement, or have other school improvement efforts been implemented?

- How were parents, teachers, librarians, education aides, pupil services personnel, administrators, or anyone else involved with the children's educational program, involved in developing the plans for schoolwide projects? What types of training were provided to these groups?

Services Provided in Schoolwide Project Schools

- How are schoolwide projects designed and what services are provided?
- What changes have occurred in services for Chapter 1-eligible students?
- Why did schools choose certain designs and services?
- What is the level and type of parent involvement in schoolwide project schools?

Implementation and Perceived Impacts

- What problems/obstacles have schools or districts encountered in providing these services or in implementing other school improvement efforts?
- What is the level and type of staff development in schoolwide project schools?
- How has the schoolwide project contributed to greater cooperation and coordination across categorical programs in the school?
- What types of Chapter 1 services are provided in Chapter 1 schools without schoolwide projects in districts with at least one schoolwide project?
- How has district support for Chapter 1 schools changed as result of having SWPs?

The Accountability Requirement: Results and Issues

- How does the schoolwide project plan to conduct the accountability requirement comparisons?
- How have Chapter 1 students served by schoolwide projects fared in terms of achievement gains in the accountability comparisons?
- How were parents, teachers, librarians, education aides, pupil services personnel, administrators, and other education personnel involved with the children's education, involved in the development and implementation of the accountability comparisons?
- What problems has the school or district encountered in making the accountability comparisons?

Survey Methodology

The Chapter 1 coordinators in every state, the District of Columbia, Puerto Rico and the Bureau of Indian Affairs (BIA) were asked for a list of every Chapter 1 schoolwide project school and school district in their jurisdiction. Only ten states reported no Chapter 1 schoolwide projects. Forty-two states reported 2,132 schoolwide projects operating in 485 school districts. The BIA reported another 71 schools. During the survey data collection, a number of school districts provided more current information about the number of Chapter 1 schools operating schoolwide projects. These modifications resulted in a final listing of 2,004 schoolwide projects in 463 districts in 42 states, plus 69 BIA schools. This listing was considered the population for the Chapter 1 schoolwide project survey.

Distribution and Collection of Questionnaires

During the first week of January, 1992, schoolwide project survey questionnaires were mailed to the local Chapter 1 coordinator in the school districts that had been identified by the district's state Chapter 1 office as operating one or more schoolwide projects during the 1991-92 school year. Each district received one district questionnaire and a building questionnaire for every school with a schoolwide project. A district and building questionnaire were also sent to each BIA school operating a schoolwide project.

Approximately 80 percent of the district and building questionnaires were completed and returned within eight weeks of their being sent out. Districts with missing questionnaires were contacted by telephone during April and May. Data collection activities were halted at the end of May. At this time, completed questionnaires had been received from 431 districts and 1,889 schools. The response rate for district questionnaires was 93.1 percent; it was 91.1 percent for schools.

Cleaning and Coding Returned Questionnaires

The responses to the questions on the returned survey questionnaires were entered into data files for analysis. Quantitative and yes/no responses were entered directly. Responses to open-ended items (see items 23, 30, 49, 50 and 51 on the building questionnaire and items 20, 30, 32 and 33 on the district questionnaire in Appendix IV) were categorized by content by TAC and RTAC professional staff. Each category was coded and entered into a data file which allowed multiple codes for each respondent on any open-ended item.

A ten percent systematic sample of questionnaires was selected and the responses to all items were entered a second time to verify the accuracy of the data entered. The error rate was extremely low (less than one percent). Further editing was accomplished through the production of frequency distributions for all items and conditional distributions based on subsets of respondents. For example, a frequency distribution was generated item 38 of the building questionniare (number of years schoolwide project operated). Any out-of-range codes, e.g, greater than "4," were identified and corrcted. Then items 39 through 41 were analyzed for those respondents who checked "three years" on item 38. These respondents should have left items 39 through 41 blank. Any non-blank responses were examined and appropriate corrections were made.

After data cleaning was completed, preliminary tabulations of all items on the two questionnaires were produced. Next, selected items in each of the study question areas, described earlier, were cross-tabulated or correlated with other items to determine whether different types of schools or districts responded in systematically different ways to certain key items representing planning, services, implementation, or accountability. Relationships among the key items in one area with those in other areas were also explored.

The Case Studies

The case studies were designed to supplement information obtained from the school and district surveys of schoolwide projects. The case study methodology was selected to produce richer data than was possible to obtain from the written surveys, to provide a more in-depth understanding of how schoolwide projects were planned and implemented at individual sites, to document the process of planning and implementation longitudinally, to describe initiatives and innovations in greater detail, to explore varied outcomes, and to report both the process and outcomes within the context of a specific school environment.

Criteria for Site Selection

The *National Assessment of the Chapter 1 Program: The Interim Report* (1992) identified several issues to be examined in the final report to Congress. The case studies were one attempt to obtain more information about the following issues:

- What do schoolwide plans include? Are these plans linked with program improvement efforts?

- What instructional strategies do schoolwide projects adopt as part of their reform efforts?
- Were the reform efforts adopted by projects linked to a greater reform strategy at the district, state, or regional level?

All of the sites selected had to be able to provide information about at least one of the above issues. Two sites were selected which developed their schoolwide projects in response to being identified for program improvement, two sites were selected because of innovative instructional practices and two because in addition to having a schoolwide project, they were also involved in state or district reforms. As it turned out, several of the six sites selected fit more than one of these three categories.

Site Selection Process

The first step in selecting the case study sites was to develop a pool of potential sites which could provide information on the above issues and that fit the selection criteria. This pool was developed by reviewing the data from the survey returns and seeking recommendations from several sources. The building level survey had questions about whether a school had been identified for program improvement and whether they "applied to implement a schoolwide project ... as a response to being identified for Chapter 1 program improvement." There were also questions about changes in school organization, curriculum and instructional practices. Answers to these questions provided a first cut of potential sites for the case study by identifying schools which might be able to provide information on one of the focus areas. Survey questionnaires from states where there are major reforms efforts were also pulled for review. This larger pool was narrowed down by reviewing the survey questionnaires to determine if they were likely to fit the other criteria: interesting, multiple initiatives, outcome data and enthusiastic (as evidenced by their answers to the open-ended questions). Recommendations of specific schoolwide projects were also received from the Chapter 1 TACs and RTACs, some of the state Chapter 1 coordinators, and ED.

A much smaller number of schools that appeared to meet the criteria best were telephoned to verify the survey and/or recommendation information. The principal was the key contact person at the building level, but the Chapter 1 coordinator was often consulted also. If, after explaining the purpose of the case studies and verifying the survey information, the school was still a potential site, they were asked if they were willing and able to be a site for the case

study. Because of the short timeline for the case studies, less than three months to identify, select, visit and write a draft of the cases, the schools had to be visited within a few weeks of the first telephone contact. This short turn-around time eliminated some schools. It is interesting to note that in several of the schools contacted, the principal said the decision was up to the schoolwide project team, some of which said yes and some of which decided they were not yet ready to be the subject of a case study.

A list of recommended sites with descriptions was submitted to ED staff, who made the final six site selections. The six schools were then contacted by the site visitors to confirm participation and to make arrangements for the visit. If they had not been contacted earlier, the district Chapter 1 coordinators and the state Chapter 1 coordinators were contacted at this time.

Data Collection Protocols

Teams of two researchers each visited five of the six sites. The sixth site, in Los Angeles and part of the Prospects Longitudinal Study, was studied by the researcher who periodically visits the school for that study. The onsite data collection procedure was three pronged: interviews following an open-ended interview protocol, observation and informal interviews, and document review. Each team visited the school for one to three days, depending on their previous familiarity with the district and school. While on site the researchers interviewed relevant stakeholders and participants in the schoolwide projects. Key participants were interviewed individually, others in small groups.

The key informants at the sites made arrangements for the interviews, selecting those most appropriate from the list of positions provided by the research team. Although this was a potential source of bias, in all cases the researchers were free to talk with anyone in the school and to request other people be added to the formal interview schedule.

At the school level those interviewed included the principal, other administrators, classroom teachers, paraprofessionals, teachers who had previously been Chapter 1 teachers, parents, community members, and students. Interviews at the district level included the Chapter 1 staff assigned to the school and other district personal such as the superintendent, curriculum and instruction director, and parent involvement coordinator. Some of the schools used the site visit as an opportunity to familiarize district level personnel with what was happening in their school. Several of the state Chapter 1 coordinators also visited the school when the research team was there.

In addition to formal interviews, each team observed the school environment and physical facilities and talked with students and staff informally as they walked around the school. They visited classrooms, libraries, and areas of note such as special learning centers, computer labs, and community rooms. Each team also tried to spend an extended period of time in one or more of the classes.

Prior to visiting the school, the teams reviewed the school and district survey. They requested copies from the school of their schoolwide project plan, documents related to planning and implementing the plan, and evaluation data. While on site the team collected and examined other materials such as school handbooks, news articles, additional evaluation data, etc., making copies as needed for further analysis.

Interview protocols were developed in consultation with ED. Categories of information solicited included characteristics of the community and school, overview of the schoolwide project, participation in educational reform efforts, changes in the organization, instructional settings and strategies, staff development, support services, parent and community roles, evidence of effectiveness, and recommendations for Congress. The interview questions were open-ended to permit the interviewers to follow those lines of inquiry which would best answer the research questions and would provide the most information about interesting and innovative practices. Prior to contacting the schools and to going on site the research teams received training on using the protocols to ensure consistency in data collection across research teams.

Preparation of Results

The researchers continued to operate as site specific teams in the preparation of results. The initial step was to organize the data into the reporting format, which included the data collection categories described above and conclusions based on the researchers perceptions—supported by evidence—of the strengths and weaknesses of the schoolwide project and reasons for success or problems. Missing information was obtained through telephone interviews or requests for additional documentation.

Appendix II

Schoolwide Project Survey Questionnaires and Cover Letters

Chapter 1 Schoolwide Project Survey

SCHOOL
BUILDING
QUESTIONNAIRE

(Identification Label)

This survey is part of a study of schoolwide projects sponsored by the U.S. Department of Education. We appreciate your cooperation in taking the time now to answer each of the questions.

Please return the completed questionnaire in the envelope provided to

Schoolwide Project Survey Director
RMC Research Corporation
400 Lafayette Road
Hampton, NH 03842-9980

Please return the completed questionnaire by January 24, 1992

Form Approval
OMB #1875-0069
Expires 6/30/92

DIRECTIONS

This Chapter 1 Schoolwide Project Survey is being sponsored by the Planning and Evaluation Service in the U.S. Department of Education. The information collected will be used to inform federal policy makers and program managers about the design and operation of schoolwide projects in preparation for the reauthorization of the Chapter 1 program. In addition, the results will be used to assist the Chapter 1 Technical Assistance Centers and Chapter 1 Rural Technical Assistance Centers in assessing the needs of schoolwide projects for specific types of services.

The following School Building Questionnaire is to be completed for each schoolwide project in the school district. It is extremely important the information requested be obtained, wherever possible, from the person(s) at the building level who can answer the questions most accurately. It is expected that the school principal will be that person or will know to whom specific questions should be directed to obtain the most accurate answers. Any questions that cannot be answered accurately at the building level may be referred to district level Chapter 1 staff, if appropriate. Unless otherwise indicated, the questions refer to the school during the current school year (1991-92), and should be answered using the most recent and most accurate data available.

Please provide the name, position/title, and telephone number of the person who should be contacted regarding the answers to the questions contained in this questionnaire.

Name: _____

Position/Title: _____

Telephone: (___) _____

Public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

If you have any questions regarding the completion of this questionnaire that cannot be answered by the local Chapter 1 staff, please call (800) 258-0802 and ask for "Schoolwide Project Survey Assistance."

Thank you for your time and cooperation.

1. How many students are enrolled in this school?

   _____

2. What grades are served by this school? **[Circle all that apply. If a school is ungraded, approximate the appropriate grades using students' ages.]**

   PreK K 1 2 3 4 5 6 7 8 9 10 11 12

3. Which of the following best describes the area in which the majority of this school's students reside? **[Mark only one.]**

   _____ Urban/Central City
   _____ Urban Fringe/Suburban
   _____ Small Town or Community (more than 50 miles from a major metropolitan area)
   _____ Rural

4. What percentage of the students enrolled in this school belong to the following racial/ethnic groups?

   _____% American Indian or Alaskan Native
   _____% Asian or Pacific Islander
   _____% Black, not Hispanic
   _____% Hispanic
   _____% White, not Hispanic
   100 % TOTAL

5. What percentage of the students enrolled in this school are considered to be limited English proficient (LEP)?

   _____%

6. As reported in the current Chapter 1 project application, what is the poverty level in this school? **[Report as a percentage.]**

   _____%

7. Is the poverty level reported above based on the attendance area or school enrollment? **[Mark only one.]**

   _____ Attendance Area
   _____ School Enrollment

8. What percentage of the students enrolled in this school are considered to be educationally deprived or disadvantaged?

_____%

9. In what school year did the schoolwide project in this school begin? **[Mark only one.]**

_____ 1991-92
_____ 1990-91
_____ 1989-90
_____ 1988-89
_____ Earlier than 1988-89

10. Who were the most influential people in making the decision to apply to implement a schoolwide project in this school? **[Do not mark more than three categories. If one of the most influential persons belongs in more than one category, mark the most influential category to which that person belongs.]**

_____ State Chapter 1 Coordinator/Director or Staff
_____ District Chapter 1 Coordinator/Director
_____ Other District Administrative Staff
_____ School Principal or Other School Administrative Staff
_____ School Chapter 1 instructional staff
_____ Other school instructional staff
_____ Parents of Chapter 1 students
_____ Parents of other students
_____ Other (specify) _____

11. What are the most important reasons why this school applied to implement a schoolwide project? **[Do not mark more than three reasons.]**

_____ Access to additional funds
_____ More discretion in use of Chapter 1 funds
_____ More flexibility in service delivery or instructional grouping
_____ Better fit with total school program
_____ Can provide additional services
_____ A response to being identified for Chapter 1 program improvement
_____ Strongly encouraged by district or state
_____ Other (specify) _____

12. What roles did the state department of education play in the process of applying for a schoolwide project in this school? **[Mark all that apply.]**

_____ None **[If marked, do not mark any other responses to this question.]**

_____ Provided leadership and encouragement
_____ Provided additional funds
_____ Provided information on resources for planning and implementing a schoolwide project
_____ Other (specify) _____

13. What roles did school district personnel (e.g., Chapter 1 coordinator/director, curriculum director, superintendent, school board member) play in the process of applying for a schoolwide project? **[Mark all that apply.]**

_____ None **[If marked, do not mark any other responses to this question.]**

_____ Provided leadership and encouragement
_____ Provided additional funds
_____ Provided information on resources for planning and implementing a schoolwide project
_____ Provided inservice training
_____ Other (specify) _____

14. What were the most significant obstacles or problems encountered in applying for a schoolwide project in this school? **[Do not mark more than three obstacles/problems.]**

_____ No obstacles or problems were encountered **[If marked, do not mark any other responses to this question.]**

_____ Insufficient information about how to apply for a schoolwide project
_____ Lack of resources (e.g., staff, time, materials) for planning the schoolwide project
_____ Lack of support from state or local Chapter 1 administration
_____ Lack of support from school administration
_____ Lack of support from instructional staff
_____ Lack of support from parents
_____ Disagreement on how to structure the schoolwide project
_____ Difficulty in planning how to meet the three year accountability requirement
_____ Other (specify) _____

15. Before beginning the operation of the schoolwide project, how much time was spent in planning?

_____ Less than six months
_____ At least six months but less than a year
_____ A year or more

16. For each of the groups listed below, indicate how they were involved in planning the schoolwide project. **[For each group, mark all that apply. Use the following legend to interpret the column headings.]**

"Not Involved" = members of the group were not involved in planning the schoolwide project

"On Committee" = participated on a schoolwide project planning committee

"Made Contribution" = made significant contributions to the schoolwide project plan

"Provided Advice" = provided consultation/advice on how to plan the schoolwide project

"Reviewed Plan" = reviewed/approved the schoolwide project plan

"Other" = briefly describe any other type of involvement for members of the group

	Type of Involvement					
Group	Not Involved	On Committee	Made Contribution	Provided Advice	Reviewed Plan	Other (specify)
Parents	____	____	____	____	____	_____
Administrators	____	____	____	____	____	_____
Teachers	____	____	____	____	____	_____
Instructional Aides	____	____	____	____	____	_____
Librarians	____	____	____	____	____	_____
Pupil Services Personnel	____	____	____	____	____	_____
Students (in secondary schools)	____	____	____	____	____	_____
Other (specify) _____	____	____	____	____	____	_____

_____

17. What were the most important types of information examined in the comprehensive schoolwide project needs assessment of all students in this school? **[Do not mark more than three.]**

_____ Norm referenced standardized test scores
_____ Criterion referenced standardized test scores
_____ Drop-out, attendance, or retention rates
_____ Classroom performance measures (e.g., end-of-unit tests, portfolios, report cards)
_____ Surveys of teachers or parents concerning student educational needs
_____ Student English proficiency levels
_____ Other (specify) _____

18. At any time during the planning or operation of the schoolwide project in this school, was a Chapter 1 program improvement plan being developed or implemented for this school as a result of average NCE gains below the state's standard or failure to make substantial progress on other desired outcomes? **[Mark only one.]**

_____ Yes, and the schoolwide project plan became the program improvement plan
_____ Yes, but the schoolwide project plan and the program improvement plan are separate
_____ No **[Skip to Question 20.]**

19. The Chapter 1 program improvement plan(s) for this school is (are) designed to improve student performance in the following instructional areas: **[Mark all that apply.]**

_____ Reading
_____ Other Language Arts
_____ Mathematics
_____ Other (specify) _____

20. Which of the following have been introduced or significantly strengthened due to the operation of the schoolwide project? **[Mark all that apply by circling either the "I" if introduced or the "S" if significantly strengthened.]**

I S An extended school day
I S Reduced class size
I S Heterogeneous student grouping
I S Regrouping of students across classes for reading, language arts, or mathematics
I S Adoption/adaptation of a validated or exemplary program - indicate name and type of program/approach _____
_____
I S Adoption/adaptation of any generic instructional program or approach (e.g., whole language, cooperative learning) - describe briefly _____
_____
I S Parent education/involvement activities
I S Student support services such as guidance or health care
I S Visits to students' homes by school personnel
I S Prekindergarten programs or a full-day kindergarten
I S Computer assisted instruction
I S Staff development activities
I S Supplemental instruction for low achieving students from certified professionals
I S Coordinated and integrated curriculum
I S Other (specify) _____

21. If reduced class size was marked in Question 20 above, how many grades within the school have reduced class size due to this schoolwide project? **[If reduced class size was not marked above, skip to Question 23.]**

_____

22. For grades in which class size was reduced due to this schoolwide project, what was the average class size before and after making this reduction?

_____ Average class size before reduction
_____ Average class size after reduction

23. Within the schoolwide project, can Chapter 1 services be distinguished from the regular instructional program? **[Mark only one.]**

____ No
____ Yes (please explain) _____
_____

24. Were there any changes in the way private school students received Chapter 1 services at or near this school as a result of its operating a schoolwide project? **[Mark only one.]**

_____ No private school students received Chapter 1 services at or near this school before it operated as a schoolwide project.
_____ Private school students receive Chapter 1 services at or near this school in the same way as they did before the school operated a schoolwide project.
_____ Private school students receive Chapter 1 services at or near this school in a different way than they did before the school operated a schoolwide project. Briefly describe change _____
_____
_____ Private school students no longer receive Chapter 1 services at or near this school because such services have been declined by the private schools they attend.

25. Who helped you decide to introduce or strengthen the strategies/program components marked in Question 20 on the previous page? **[Mark all that apply.]**

_____ No assistance in deciding to introduce or strengthen these strategies/program components was received from anyone outside the school **[If marked, do not mark any other responses to this question.]**

_____ Institution of higher education
_____ Chapter 1 Technical Assistance Center/Rural Technical Assistance Center
_____ Federally supported educational laboratory or center
_____ Staff from another schoolwide project
_____ District Chapter 1 office staff
_____ District staff other than Chapter 1 (e.g., superintendent, curriculum specialist, school board member)
_____ SEA Chapter 1 staff
_____ Independent consultant
_____ Other (specify) _____

26. If you marked district staff (Chapter 1 or non-Chapter 1) in Question 25, what roles did these staff members play in deciding to introduce or strengthen the strategies/program components marked in Question 20? **[Mark all that apply.]**

_____ Did not mark district staff in Question 25 **[If marked, do not mark any other responses to this question.]**

_____ Provided information about these strategies/components
_____ Provided additional (non-Chapter 1) funding for these strategies/components
_____ Provided in-service training
_____ Provided leadership and encouragement
_____ Other (specify) _____

27. How often do school district Chapter 1 personnel visit your school to monitor or provide assistance to your schoolwide project? **[Mark only one.]**

_____ Never
_____ 1-3 times per year
_____ 4-6 times per year
_____ More than 6 times per year

28. How has the number of site visits made to your school by the district Chapter 1 office changed since this school became a schoolwide project? **[Mark only one.]**

_____ There has been no change
_____ District staff make more site visits to this school
_____ District staff make fewer site visits to this school

29. How has the amount of technical assistance provided to your school by the district Chapter 1 office changed since this school became a schoolwide project? **[Mark only one.]**

_____ There has been no change
_____ District staff provide more technical assistance to this school
_____ District staff provide less technical assistance to this school

30. Has the district Chapter 1 office changed its monitoring or technical assistance procedures for your school as a result of the establishment of the schoolwide project? **[Mark only one.]**

_____ No
_____ Yes (please explain) _____
_____
_____

31. For each of the groups listed below, indicate what training they received to help them implement the schoolwide project plan. **[For each group, mark all that apply. Use the following legend to interpret the column headings.]**

"Not Trained" = members of the group received no training to help implement the plan

"Materials" = provided with reading materials, audio tapes, or video tapes

"Workshops" = participated in workshops

"Conferences" = attended conferences

"Visited Schools" = visited other schools

"Other" = briefly describe any other type of training provided members of the group

Type of Training

Group	Not Trained	Materials	Workshops	Conferences	Visited Schools	Other (specify)
Parents	____	____	____	____	____	_____
Administrators	____	____	____	____	____	_____
Teachers	____	____	____	____	____	_____
Instructional Aides	____	____	____	____	____	_____
Librarians	____	____	____	____	____	_____
Pupil Services Personnel	____	____	____	____	____	_____
Students (in secondary schools)	____	____	____	____	____	_____
Other (specify) _____	____	____	____	____	____	_____

_____

32. School improvement efforts are not restricted to Chapter 1 programs or schoolwide projects. Which of the following are major components of <u>any</u> school improvement efforts in this school whether or not they are part of the schoolwide project? **[Mark all that apply and rank the top three components that are marked.]**

		Top Three
____	Improving the school's atmosphere or climate	____
____	Improving discipline and safety	____
____	Creating high expectations for student performance	____
____	Increasing teacher classroom management skills	____
____	Improving use of staff development	____
____	Increasing consensus on school goals	____
____	Increasing parent involvement	____
____	Improving the performance of low achieving students	____
____	Raising the achievement levels of all students	____
____	Enlarging the role of the school leader over instructional decisions	____
____	Increasing the amount of time teachers spend with students in individual help	____
____	Other (specify) _____	____

33. Are any of the components of improvement efforts in your school that were marked in your response to Question 32 <u>not</u> part of your schoolwide project? **[Mark only one.]**

____ Yes
____ No

34. What are the problems involved with implementing the school improvement efforts described in Question 32 above? **[Mark one column for each problem.]**

<u>Problems</u>	Major <u>Problem</u>	Minor <u>Problem</u>	No <u>Problem</u>
Teacher time and energy	____	____	____
Money and/or resources	____	____	____
Arranging for staff development	____	____	____
Maintaining communication about the effort	____	____	____
Constraints of the physical plant	____	____	____
Lack of staff skills that were required	____	____	____
Slow progress in reaching goals	____	____	____
Staff disagreement over goals	____	____	____
Unanticipated crises	____	____	____
Lack of parent involvement	____	____	____
Other (specify) _____	____	____	____

35. During the 1990-91 school year (including the summer of 1991), approximately how many hours of staff development did the typical teacher in this school receive? **[Enter "0" if teachers did not receive any staff development.]**

_____ Hours per teacher

36. During the 1990-91 school year (including the summer of 1991), in what areas was staff development provided to teachers in this school? **[Mark all that apply.]**

_____ Instruction for low achieving students
_____ Interpreting achievement test information
_____ Classroom management techniques
_____ Reading/language arts instruction
_____ Mathematics instruction
_____ Higher order thinking skills
_____ Other curriculum content
_____ School based management
_____ Parent involvement
_____ Integration of supplemental services
_____ Other (specify) _____

37. Indicate the extent that parents of any students are involved in the following activities relating to this school's overall instructional program during this school year. **[Mark one column for each activity.]**

Activity	Very Involved	Somewhat Involved	Not Involved	Activity Not Offered
Attending meetings of the parent-teacher association	____	____	____	____
Informal parent-teacher contacts	____	____	____	____
Attending meetings of parent advisory organization for special programs	____	____	____	____
Advising on the design of special programs	____	____	____	____
Participating in policy decisions	____	____	____	____
Serving as volunteers in the school	____	____	____	____
Fund raising and other support activities	____	____	____	____
Helping the students with schoolwork at home	____	____	____	____
Participating in school-based adult education or family literacy program	____	____	____	____

Questions 38 - 47 request information concerning the special "accountability" requirement for schoolwide projects. There are two kinds of evaluation requirements for schoolwide projects. The first is the general, Chapter 1 evaluation requirement that applies to schoolwide projects as well as the rest of the LEA's Chapter 1 program. The second is the accountability requirement which applies only to schoolwide projects.

At the end of the third year of operation (under the Hawkins-Stafford Amendments) of a schoolwide project, the LEA must compare the achievement gains made by educationally disadvantaged students in that school with the gains of Chapter 1 students who did not receive services through a schoolwide project.

There are two ways in which this accountability comparison can be made. The comparison can be with Chapter 1 students in other schools served during the same three-year period (the **"other schools"** comparison), or with Chapter 1 students who were served in the same school in the three years previous to the school's adopting a schoolwide project under the Hawkins-Stafford Amendments (the **"same school"** comparison).

For secondary schools, if achievement levels over the three-year period are no lower than achievement levels during the three previous years, demonstration of lower dropout rates, lower retention rates, or higher graduation rates may be substituted for higher achievement gains.

38. For how many previous school years (not counting the current school year) has this school operated a schoolwide project under the requirements of the Hawkins-Stafford Amendments? **[Mark only one.]**

_____ None - this is the first year of the schoolwide project **[Answer Questions 39 - 41.]**
_____ One year **[Answer Questions 39 - 41.]**
_____ Two years **[Answer Questions 39 - 41.]**
_____ Three years **[Skip to Question 42.]**

This page is to be completed only by schools that have operated a schoolwide project for less than three years (not counting the current school year).

39. Which method of accountability comparison does the current schoolwide project plan indicate will be used at the end of the current three-year application period? **[Mark only one.]**

    _____ The Other Schools method (comparison is with Chapter 1 students in other schools for the same three-year period)

    _____ The Same School method (comparison is with Chapter 1 students in the same school for the previous three-year period)

40. Which of the following measures of achievement does the current schoolwide project plan indicate will be used in the accountability comparisons made at the end of the current three-year application period? **[Mark all that apply.]**

    _____ NCE gains on norm referenced achievement tests
    _____ Criterion referenced achievement tests
    _____ Writing samples
    _____ End of unit/chapter tests
    _____ Mastery checklists
    _____ Grades
    _____ Basal levels
    _____ Class or homework assignments
    _____ Dropout rate **[secondary schools only]**
    _____ Retention rate **[secondary schools only]**
    _____ Graduation rate **[secondary schools only]**
    _____ Other (specify) _____

41. If any preliminary accountability comparisons have been made, based on the first or second year results, does the preponderance of evidence (i.e., the majority of comparisons or the average comparison) favor the schoolwide project? **[Mark only one.]**

    _____ Not Applicable - results of preliminary comparisons are not available
    _____ Yes
    _____ No

Skip to Question 46.

This page is to be completed only by schools that have operated a schoolwide project for the past three years (not counting the current school year).

42. Which method of accountability comparison was used at the end of the past three-year application period? **[Mark only one.]**

_____ The Other Schools method (comparison is with Chapter 1 students in other schools for the same three-year period)
_____ The Same School method (comparison is with Chapter 1 students in the same school for the previous three-year period)

43. Which of the following measures of achievement were used in the accountability comparisons made at the end of the past three-year application period? **[Mark all that apply.]**

_____ NCE gains on norm referenced achievement tests
_____ Criterion referenced achievement tests
_____ Writing samples
_____ End of unit/chapter tests
_____ Mastery checklists
_____ Grades
_____ Basal levels
_____ Class or homework assignments
_____ Dropout rate **[secondary schools only]**
_____ Retention rate **[secondary schools only]**
_____ Graduation rate **[secondary schools only]**
_____ Other (specify) _____

44. Based on the results of the accountability comparisons for the past three-year application period, does the preponderance of evidence (i.e., the majority of comparisons or the average comparison) favor the schoolwide project? **[Mark only one.]**

_____ Not Applicable - results of accountability comparisons are not available
_____ Yes
_____ No

45. Based on the results of the accountability comparisons for the past three-year application period, which of the following patterns of results best represents any evidence which favored the schoolwide project over the three-year period? **[Mark only one.]**

_____ Not Applicable - results of accountability comparisons are not available
_____ Comparisons are based only on the last year in the three-year period
_____ Evidence favoring the schoolwide project generally increased over time
_____ Evidence favoring the schoolwide project generally decreased over time
_____ Evidence favoring the schoolwide project was strongest in the middle year
_____ Evidence favoring the schoolwide project was strongest in the first and third years
_____ Evidence favoring the schoolwide project was about the same each year

46. For each of the groups listed below, indicate how they were involved in the development and implementation of the accountability requirement comparisons. **[For each group, mark all that apply. Use the following legend to interpret the column headings.]**

"Not Involved" = members of the group were not involved in the accountability comparisons

"Planned" = participated in planning how comparisons could be made

"Made Comparisons" = assisted in carrying out comparisons

"Reported Results" = assisted in interpreting/reporting the results of the comparisons

"Received Results" = were informed of the results of the comparisons

"Other" = briefly describe any other type of involvement for members of the group

Type of Involvement

Group	Not Involved	Planned	Made Comparisons	Reported Results	Received Results	Other (specify)
Parents	____	____	____	____	____	_____
Administrators	____	____	____	____	____	_____
Teachers	____	____	____	____	____	_____
Instructional Aides	____	____	____	____	____	_____
Librarians	____	____	____	____	____	_____
Pupil Services Personnel	____	____	____	____	____	_____
Students (in secondary schools)	____	____	____	____	____	_____
Other (specify) _____	____	____	____	____	____	_____

_____

47. In which of the following areas has this school experienced difficulty in developing or implementing the accountability comparisons required for schoolwide projects? **[Mark all that apply.]**

_____ There have been no difficulties. **[If marked, do not mark any other responses to this question.]**

_____ Availability of the data required for comparisons
_____ Determining which students would be included in the analyses
_____ Deciding which test scores and other measurements to include in the analyses
_____ Availability of qualified staff to collect data and/or conduct the analyses
_____ Other (specify) _____

48. In which of the following ways has the schoolwide project contributed to greater cooperation and coordination across categorical programs in the school? **[Mark all that apply.]**

_____ The schoolwide project has not contributed to greater cooperation and coordination **[If marked, do not mark any other responses to this question.]**

_____ Improved scheduling of services to students
_____ Improved staffing of services to students
_____ More flexible use of instructional materials
_____ More flexible use of equipment
_____ More appropriate service delivery models
_____ More effective/efficient staff in-service training
_____ Other (specify) _____

49. Describe the major <u>advantages</u> of having a schoolwide project. **[Use the space below.]**

50. Describe the major <u>disadvantages</u> of having a schoolwide project. **[Use the space below.]**

51. Describe any changes you believe should be made in the Chapter 1 legislation regarding schoolwide projects. **[Use the space below.]**

Chapter 1 Schoolwide Project Survey

SCHOOL
DISTRICT
QUESTIONNAIRE

(Identification Label)

This survey is part of a study of schoolwide projects sponsored by the U.S. Department of Education. We appreciate your cooperation in taking the time now to answer each of the questions.

Please return the completed questionnaire in the envelope provided to

Schoolwide Project Survey Director
RMC Research Corporation
400 Lafayette Road
Hampton, NH 03842-9980

Please return the completed questionnaire by January 24, 1992

Form Approval
OMB #1875-0069
Expires 6/30/92

DIRECTIONS

The Chapter 1 Schoolwide Project Survey consists of two separate questionnaires: the School District Questionnaire and the School Building Questionnaire. Only one School District Questionnaire is to be completed for your school district. A School Building Questionnaire is to be completed for each Chapter 1 schoolwide project operating in your school district.

The following School District Questionnaire is to be completed for the entire school district. The information requested should be obtained from the person(s) at the district level who can answer the questions most accurately. It is expected that the Chapter 1 coordinator will be that person or will know to whom specific questions should be directed to obtain the most accurate answers. The questions refer to the school district during the current school year (1991-92), and should be answered using the most recent and most accurate data available.

Please provide the name, position/title, and telephone number of the person who should be contacted regarding the answers to the questions contained in this questionnaire.

Name: _____

Position/Title: _____

Telephone: (____) _____

Public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

If you have any questions regarding the completion of this questionnaire, please call (800) 258-0802 and ask for "Schoolwide Project Survey Assistance."

Thank you for your time and cooperation.

1. How many public schools are operating in this school district?

   _____

2. How many students are enrolled in this school district?

   _____

3. Which of the following best describes the area in which the majority of this school district's students reside? **[Mark only one.]**

   _____ Urban/Central City
   _____ Urban Fringe/Suburban
   _____ Small Town or Community (more than 50 miles from a major metropolitan area)
   _____ Rural

4. What percentage of the students enrolled in this school district belong to the following racial/ethnic groups?

   _____% American Indian or Alaskan Native
   _____% Asian or Pacific Islander
   _____% Black, not Hispanic
   _____% Hispanic
   _____% White, not Hispanic
   100 % TOTAL

5. What percentage of the students enrolled in this school district are considered to be limited English proficient (LEP)?

   _____%

6. As reported in the current Chapter 1 project application, what is the districtwide poverty level in this school district? **[Report as a percentage.]**

   _____%

7. What information did this school district use to determine poverty levels for the current Chapter 1 project application? **[Mark all that apply.]**

   _____ Family receives AFDC.
   _____ Student is eligible for free or reduced lunch prices.
   _____ Other (specify) _____

8. How many students enrolled in this school district are considered to be educationally deprived or disadvantaged (would be eligible to receive Chapter 1 services if sufficient funds were available)?

_____

9. How many students in this school district are receiving Chapter 1 services? **[Include all educationally disadvantaged students in schoolwide projects.]**

_____

10. What is the approved Chapter 1 basic grant budget for the current (1991-92) school year? **[Include concentration grants and carryover.]**

$ _____

11. How many public schools in this school district offer Chapter 1 services to students?

_____

12. As reported in this school district's current Chapter 1 project application, how many of the public schools providing Chapter 1 services have a poverty level of at least 75%?

_____

13. How many of the public schools in this school district are providing Chapter 1 services through a schoolwide project?

_____

If all public schools providing Chapter 1 services in this school district operate schoolwide projects, skip Questions 14 - 19 and continue with Question 20.

14. In what subjects and grade spans are Chapter 1 instructional services provided in Chapter 1 schools without schoolwide projects? **[Mark all that apply. If at least one Chapter 1 school without a schoolwide project offers Chapter 1 instructional services in a subject in at least one grade in a grade span, mark that subject in that grade span.]**

Grade Span	Reading	Other Language Arts	Math	Other	Description of Other
PreK & K					
1 - 3					
4 - 6					
7 - 9					
10 - 12					

15. In what areas and grade spans are Chapter 1 supporting services provided in Chapter 1 schools without schoolwide projects? **[Mark all that apply. If at least one Chapter 1 school without a schoolwide project offers Chapter 1 supporting services in an area in at least one grade in a grade span, mark that area in that grade span.]**

Grade Span	Social Work/ Guidance	Health/ Nutrition	Pupil Transportation	Other	Description of Other
PreK & K					
1 - 3					
4 - 6					
7 - 9					
10 - 12					

16. In your judgment, has the operation of schoolwide projects in this school district had any of the following impacts on the Chapter 1 services that are provided in Chapter 1 schools without schoolwide projects? **[Mark all that apply.]**

_____ Chapter 1 services in schools without schoolwide projects have remained essentially the same; Chapter 1 services in the schoolwide project school(s) are funded at about the same level as they were before the operation of schoolwide projects in this district.

_____ Chapter 1 services in schools without schoolwide projects have remained essentially the same; increases in Chapter 1 funds for the district have been used to provide additional services in the schoolwide project school(s).

_____ Fewer schools are providing Chapter 1 services.

_____ Chapter 1 schools without schoolwide projects are providing fewer Chapter 1 services to about the same number of students as before.

_____ Chapter 1 schools without schoolwide projects are providing about the same Chapter 1 services to fewer students than before.

17. How are staff development activities in this district's schoolwide project schools different from staff development activities in Chapter 1 schools without schoolwide projects? **[Mark all that apply.]**

_____ There is no difference. **[If marked, do not mark any other responses to this question.]**

_____ More hours are devoted to staff development in schoolwide project schools.

_____ Staff development in schoolwide project schools is more inclusive of all teachers.

_____ Staff development in schoolwide project schools is more focused on serving educationally disadvantaged students.

_____ There are other differences. (please explain) _____

_____

_____

18. Overall, how has the frequency of site visits to schoolwide project schools by the district Chapter 1 office compared to the frequency of site visits to Chapter 1 schools without schoolwide projects? **[Mark only one.]**

_____ Site visits are made more often to schoolwide project schools than to Chapter 1 schools without schoolwide projects.

_____ Site visits are made less often to schoolwide project schools than to Chapter 1 schools without schoolwide projects.

_____ There is no difference in the frequency with which district staff make site visits to schoolwide project schools and Chapter 1 schools without schoolwide projects.

19. Overall, how has the amount of technical assistance provided to schoolwide project schools by the district Chapter 1 office compared to the amount of technical assistance provided to Chapter 1 schools without schoolwide projects.? **[Mark only one.]**

_____ More technical assistance is provided to schoolwide project schools than to Chapter 1 schools without schoolwide projects.
_____ Less technical assistance is provided to schoolwide project schools than to Chapter 1 schools without schoolwide projects.
_____ There is no difference in the amount of technical assistance provided by district staff to schoolwide project schools and Chapter 1 schools without schoolwide projects.

20. Has the district Chapter 1 office changed its school monitoring or technical assistance procedures as a result of the establishment of schoolwide projects? **[Mark only one.]**

_____ No
_____ Yes (please explain) _____
_____
_____

21. What were the most significant obstacles or problems encountered in applying for schoolwide projects in this district? **[Do not mark more than three obstacles/problems.]**

_____ No obstacles or problems were encountered **[If marked, do not mark any other responses to this question.]**

_____ Insufficient information about how to apply for a schoolwide project
_____ Lack of resources (e.g., staff, time, materials) for planning the schoolwide project
_____ Lack of support from state or local Chapter 1 administration
_____ Lack of support from school administration
_____ Lack of support from instructional staff
_____ Lack of support from parents
_____ Disagreement on how to structure the schoolwide project
_____ Difficulty in planning how to meet the three year accountability requirement
_____ Other (specify) _____

Questions 22 - 30 request information concerning the special "accountability" requirement for schoolwide projects. There are two kinds of evaluation requirements for schoolwide projects. The first is the general, Chapter 1 evaluation requirement that applies to schoolwide projects as well as the rest of the LEA's Chapter 1 program. The second is the accountability requirement which applies only to schoolwide projects.

At the end of the third year of operation (under the Hawkins-Stafford Amendments) of a schoolwide project, the LEA must compare the achievement gains made by educationally disadvantaged students in that school with the gains of Chapter 1 students who did not receive services through a schoolwide project.

There are two ways in which this accountability comparison can be made. The comparison can be with Chapter 1 students in other schools served during the same three-year period (the **"other schools"** comparison), or with Chapter 1 students who were served in the same school in the three years previous to the school's adopting a schoolwide project under the Hawkins-Stafford Amendments (the **"same school"** comparison).

For secondary schools, if achievement levels over the three-year period are no lower than achievement levels during the three previous years, demonstration of lower dropout rates, lower retention rates, or higher graduation rates may be substituted for higher achievement gains.

22. Have the school-level data required for the accountability comparisons been available for each schoolwide project? **[Mark only one.]**

    _____ No
    _____ Yes **[If marked, skip to Question 24.]**

23. What actions were taken as a result of the unavailability of school-level data? **[Mark all that apply.]**

    _____ No action taken yet. **[If marked, do not mark any other responses to this question.]**
    _____ The schoolwide project plan was amended to use a different method for conducting the accountability comparison.
    _____ Test publishers were asked to provide additional subtest scores for measuring advanced skills.
    _____ The SEA Chapter 1 office was asked for assistance.
    _____ The Chapter 1 TAC or Rural TAC was asked for assistance.
    _____ An outside evaluation consultant was asked for assistance.
    _____ Other (specify) _____

24. Has the district experienced difficulty in identifying which students to include in the analyses for the accountability comparisons for any of the schoolwide projects? **[Mark only one.]**

    _____ No **[If marked, skip to Question 26.]**
    _____ Yes

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25. What actions were taken as a result of the difficulty in identifying which students to include in the accountability analyses? **[Mark all that apply.]**

_____ No action taken yet. **[If marked, do not mark any other responses to this question.]**
_____ Contacted the SEA Chapter 1 office for assistance
_____ Contacted the Chapter 1 TAC or Rural TAC for assistance
_____ Requested assistance from an outside evaluation consultant
_____ Other (specify) _____

26. Has the district experienced difficulty in deciding which test scores or other measurements to include in the accountability analyses for any of the schoolwide projects? **[Mark only one.]**

_____ No **[If marked, skip to Question 28.]**
_____ Yes

27. What actions were taken as a result of the difficulty in deciding which test scores or other measurements to include in the accountability analyses? **[Mark all that apply.]**

_____ No action taken yet. **[If marked, do not mark any other responses to this question.]**
_____ Consulted the publisher of the test or other measure
_____ Contacted the SEA Chapter 1 office for assistance
_____ Contacted the Chapter 1 TAC or Rural TAC for assistance
_____ Requested assistance from an outside evaluation consultant
_____ Other (specify) _____

28. Have there been qualified district staff available to collect and analyze the data for the accountability comparisons for each schoolwide project? **[Mark only one.]**

_____ No
_____ Yes **[If marked, skip to Question 30.]**

29. What actions were taken as a result of qualified district staff being unavailable to collect or analyze the data for the accountability comparisons? **[Mark all that apply.]**

_____ No action taken yet. **[If marked, do not mark any other responses to this question.]**
_____ Assistance was obtained from an outside evaluation consultant
_____ Assistance was obtained from the SEA Chapter 1 office
_____ Assistance was obtained from the Chapter 1 TAC or Rural TAC
_____ Other (specify) _____

30. Have any other problems been experienced in implementing the accountability comparisons for the schoolwide projects in your district? **[Mark only one.]**

_____ No
_____ Yes (please explain) _____
_____

31. In which of the following ways have the schoolwide projects in this district contributed to greater cooperation and coordination across categorical programs in the schools where they are operating? **[Mark all that apply.]**

_____ The schoolwide projects have not contributed to greater cooperation and coordination **[If marked, do not mark any other responses to this question.]**

_____ Improved scheduling of services to students
_____ Improved staffing of services to students
_____ More flexible use of instructional materials
_____ More flexible use of equipment
_____ More appropriate service delivery models
_____ More effective/efficient staff in-service training
_____ Other (specify) _____

32. List the major advantages of having schoolwide projects in this district. **[Use the space below.]**

33. List the major disadvantages of having schoolwide projects in this district. **[Use the space below.]**

October 22, 1993

Dear Local Chapter 1 Coordinator:

A national survey of all operating Chapter 1 schoolwide projects is being sponsored by the Planning and Evaluation Service in the U.S. Department of Education. Congress has mandated this study and the Department of Education, policy makers and practitioners are equally interested in the results. Every effort has been made to minimize the response burden associated with this survey and to address anticipated concerns. The information collected will be used to inform federal policy makers and program managers about the design and operation of schoolwide projects in preparation for the reauthorization of the Chapter 1 program. In addition, results will be used to assist the Chapter 1 Technical Assistance Centers and Chapter 1 Rural Technical Assistance Centers in assessing the needs of schoolwide projects for specific types of services.

This survey is being conducted for the U.S. Department of Education by the Region A Technical Assistance Center and the Region 1 Rural Technical Assistance Center operated by RMC Research Corporation in Hampton, New Hampshire.

Your district has been identified by your state Chapter 1 office as operating at least one schoolwide Chapter 1 project. Your cooperation in obtaining the information requested in this survey is extremely important. While your participation is required under Section 76.591 of the Education Department General Administrative Regulations (EDGAR), we have worked with this instrument to reduce the burden to the extent possible. Your responses will be extremely important in providing an accurate nationwide picture of current operations of schoolwide projects and in informing the program's next reauthorization.

This survey consists of two separate questionnaires: the School District Questionnaire and the School Building Questionnaire. Only one District questionnaire is to be completed for your school district. One Building questionnaire is to be completed for each Chapter 1 schoolwide project operating in your school district. A Building questionnaire is enclosed for each school that your state Chapter 1 office has identified as operating a Chapter 1 schoolwide project in your district. The school's name is printed on the cover. If any of these schools is not operating a Chapter 1 schoolwide project this school year, or if there are additional schools operating a schoolwide project for which no questionnaire has been provided, please call (800) 258-0802 and ask for "Schoolwide Project Survey Assistance" to report either event.

Please review the questions asked in both questionnaires and identify the most appropriate person(s) at the district and the building level to respond to each question. You are strongly encouraged to distribute the Building questionnaire directly to the school's principal so that the information requested is obtained from the person(s) at the building level who can answer the questions most accurately. It is expected that the school principal will be that person or will know to whom specific questions should be directed to obtain the most accurate answers. Any questions

that cannot be answered accurately at the building level may be referred to district level Chapter 1 staff.

Please remember to provide the name and telephone number of the person to be contacted should there be any questions regarding how the questionnaire was completed. While it is impossible to guarantee anonymity for respondents, their names will not appear on any reports that summarize or list responses to any of the survey questions, nor will their names be publicly associated with any specific completed questionnaire.

One postage paid, addressed return envelope has been provided for each questionnaire. When distributing the Building questionnaire, please include this envelope so that the completed questionnaire can be mailed directly to RMC Research Corporation. **Please make every effort to have these questionnaires completed and returned on or before January 24, 1992.**

Again, we appreciate your cooperation in making the results of this survey a valid and useful source of information for Congress, the U.S. Department of Education, and the Chapter 1 Technical Assistance Centers. Thank you and the other staff in your district for providing the expertise, time and energy required to cooperate.

Sincerely,

E. Allen Schenck
Survey Coordinator
Chapter 1 Schoolwide Project Survey

October 22, 1993

Dear Local Chapter 1 Coordinator:

A national survey of all operating Chapter 1 schoolwide projects is being sponsored by the Planning and Evaluation Service in the U.S. Department of Education. Congress has mandated this study and the Department of Education, policy makers and practitioners are equally interested in the results. Every effort has been made to minimize the response burden associated with this survey and to address anticipated concerns. The information collected will be used to inform federal policy makers and program managers about the design and operation of schoolwide projects in preparation for the reauthorization of the Chapter 1 program. In addition, results will be used to assist the Chapter 1 Technical Assistance Centers and Chapter 1 Rural Technical Assistance Centers in assessing the needs of schoolwide projects for specific types of services.

This survey is being conducted for the U.S. Department of Education by the Region A Technical Assistance Center and the Region 1 Rural Technical Assistance Center operated by RMC Research Corporation in Hampton, New Hampshire.

Your school has been identified by the Bureau of Indian Affairs as operating a schoolwide Chapter 1 project. Your cooperation in obtaining the information requested in this survey is extremely important. While your participation is required under Section 76.591 of the Education Department General Administrative Regulations (EDGAR), we have worked with this instrument to reduce the burden to the extent possible. Your responses will be extremely important in providing an accurate nationwide picture of current operations of schoolwide projects and in informing the program's next reauthorization.

This survey consists of two separate questionnaires: the School District Questionnaire and the School Building Questionnaire. The District questionnaire was designed for public school districts. Thus, most of its questions are not appropriate for your school. Please, however, attempt to answer Questions 3, 4, 5, 10, and 20-30 substituting your school for references to the "school district." If your school is not operating a Chapter 1 schoolwide project this school year, please call (800) 258-0802 and ask for "Schoolwide Project Survey Assistance" to report this.

Please review the questions in the questionnaires and identify the most appropriate person(s) to respond to each question. Please remember to provide the name and telephone number of the person to be contacted should there be any questions regarding how the questionnaire was completed. While it is impossible to guarantee anonymity for respondents, their names will not appear on any reports that summarize or list responses to any of the survey questions, nor will their names be publicly associated with any specific completed questionnaire.

One postage paid, addressed return envelope has been provided for each questionnaire. **Please make every effort to have the questionnaires completed and returned on or before January 24, 1992.**

Again, we appreciate your cooperation in making the results of this survey a valid and useful source of information for Congress, the U.S. Department of Education, and the Chapter 1 Technical Assistance Centers. Thank you and the other staff in your school for providing the expertise, time and energy required to cooperate.

Sincerely,

E. Allen Schenck
Survey Coordinator
Chapter 1 Schoolwide Project Survey

Appendix III

Tabulation of Building Questionnaire Responses

1. How many students are enrolled in this school?

Mean	Median	Std Dev	Minimum	Maximum	N
528.5	501.5	284.5	26	3,078	1,840

2. What grades are served by this school? [Circle all that apply. If a school is ungraded, approximate the appropriate grades using students' ages.]

(N=1,850)	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
Number	803	1539	1557	1563	1549	1491	1443	882	373	366	117	99	98	100
Percentages	43.4	83.2	84.2	84.5	83.7	80.6	78.0	47.7	20.2	19.8	6.3	5.4	5.3	5.4

3. Which of the following best describes the area in which the majority of this school's students reside? [Mark only one.]

Number	%	
1,051	56.1	Urban/Central City
148	7.9	Urban Fringe/Suburban
226	12.1	Small Town or Community (more than 50 miles from a major metropolitan area)
448	23.9	Rural
1,873	100.0	

4. What percentage of the students enrolled in this school belong to the following racial/ethnic groups?

Mean Percentage	(N=1,830)
5.0	American Indian or Alaskan Native
2.2	Asian or Pacific Islander
48.3	Black, not Hispanic
25.0	Hispanic
19.5	White, not Hispanic

5. What percentage of the students enrolled in this school are considered to be limited English proficient (LEP)?

Mean	Median	Std Dev	Minimum	Maximum	N
17.5	1.0	25.1	0	100	1,786

6. As reported in the current Chapter 1 project application, what is the poverty level in this school? [Report as a percentage.]

Mean	Median	Std Dev	Minimum	Maximum	N
84.7	85.0	10.4	15	100	1,818

7. Is the poverty level reported above based on the attendance area or school enrollment? [Mark only one.]

Number	%	
602	32.8	Attendance Area
1233	67.2	School Enrollment
1835	100.0	

8. What percentage of the students enrolled in this school are considered to be educationally deprived or disadvantaged?

Mean	Median	Std Dev	Minimum	Maximum	N
69.5	74.0	21.0	0	100	1,709

9. In what school year did the schoolwide project in this school begin? [Mark only one.]

Number	%	
613	32.8	1991-92
569	30.5	1990-91
507	27.2	1989-90
128	6.9	1988-89
49	2.6	Earlier than 1988-89
1,866	100.0	

10. Who were the most influential people in making the decision to apply to implement a schoolwide project in this school? [Do not mark more than three categories. If one of the most influential persons belongs in more than one category, mark the most influential category to which that person belongs.]

Number	%	(N=1,745)
197	11.3	State Chapter 1 Coordinator/Director or Staff
1,126	64.5	District Chapter 1 Coordinator/Director
481	27.6	Other District Administrative Staff
1,303	74.7	School Principal or Other School Administrative Staff
447	25.6	School Chapter 1 instructional staff
443	25.4	Other school instructional staff
269	15.4	Parents of Chapter 1 students
51	2.9	Parents of other students
86	4.9	Other (specify): Federal government; parents; superintendent & school board

11. What are the most important reasons why this school applied to implement a schoolwide project? [Do not mark more than three reasons.]

Number	%	(N=1,780)
373	21.0	Access to additional funds
824	46.3	More discretion in use of Chapter 1 funds
1,518	85.3	More flexibility in service delivery or instructional grouping
1,016	57.1	Better fit with total school program
763	42.9	Can provide additional services
209	11.7	A response to being identified for Chapter 1 program improvement
182	10.2	Strongly encouraged by district or state
47	2.6	Other (specify): Commitment to reading focus; new program needed schoolwide; parents; school principal

12. What roles did the state department of education play in the process of applying for a schoolwide project in this school? [Mark all that apply.]

Number	%	(N=1,838)
409	22.3	None [If marked, do not mark any other responses to this question.]
837	45.5	Provided leadership and encouragement
278	15.1	Provided additional funds
1,189	64.7	Provided information on resources for planning and implementing a schoolwide project
96	5.2	Other (specify): Provided training, guidelines, assistance with application, consultants, and technical support

13. What roles did school district personnel (e.g., Chapter 1 coordinator/director, curriculum director, superintendent, school board member) play in the process of applying for a schoolwide project? [Mark all that apply.]

Number	%	(N=1,870)
36	1.9	None [If marked, do not mark any other responses to this question.]
1,575	84.2	Provided leadership and encouragement
528	28.2	Provided additional funds
1,609	86.0	Provided information on resources for planning and implementing a schoolwide project
1,121	59.9	Provided inservice training
81	4.3	Other (specify): Provided technical assistance, help with application, planning sessions, and training; supervised, supported planning

14. What were the most significant obstacles or problems encountered in applying for a schoolwide project in this school? [Do not mark more than three obstacles/problems.]

Number	%	(N=1,810)
1,039	57.4	No obstacles or problems were encountered [If marked, do not mark any other responses to this question.]
189	10.4	Insufficient information about how to apply for a schoolwide project
317	17.5	Lack of resources (e.g., staff, time, materials) for planning the schoolwide project
33	1.8	Lack of support from state or local Chapter 1 administration
16	0.9	Lack of support from school administration
29	1.6	Lack of support from instructional staff
89	4.9	Lack of support from parents
153	8.5	Disagreement on how to structure the schoolwide project
368	20.3	Difficulty in planning how to meet the three year accountability requirement
106	5.9	Other (specify):
		Uncertainty about best curriculum to meet student needs; Uncertainty about available funds

15. Before beginning the operation of the schoolwide project, how much time was spent in planning?

Number	%	
804	44.0	Less than six months
778	42.6	At least six months but less than a year
245	13.4	A year or more
1,827	100.0	

16. For each of the groups listed below, indicate how they were involved in planning the schoolwide project. [For each group, mark all that apply. Use the following legend to interpret the column headings.]

"Not Involved" = members of the group were not involved in planning the schoolwide project

"On Committee" = participated on a schoolwide project planning committee

"Made Contribution" = made significant contributions to the schoolwide project plan

"Provided Advice" = provided consultation/advice on how to plan the schoolwide project

"Reviewed Plan" = reviewed/approved the schoolwide project plan

"Other" = briefly describe any other type of involvement for members of the group

Number (%) (N=1,838)

	Type of Involvement					
Group	Not Involved	On Committee	Made Contribution	Provided Advice	Reviewed Plan	Other (specify)
Parents	58 (3.2)	1,359 (73.9)	1,054 (57.3)	831 (45.2)	1,178 (64.1)	48 (2.6)
Administrators	5 (0.3)	1,554 (84.5)	1,545 (84.1)	1,485 (80.8)	1,535 (83.5)	56 (3.0)
Teachers	13 (0.7)	1,596 (86.8)	1,567 (85.3)	1,346 (73.2)	1,426 (77.6)	38 (2.1)
Instructional Aides	248 (13.5)	1,073 (58.4)	1,023 (55.7)	758 (41.2)	910 (49.5)	24 (1.3)
Librarians	318 (17.3)	856 (46.6)	930 (50.6)	727 (39.6)	794 (43.2)	35 (1.9)
Pupil Services Personnel	325 (17.7)	717 (39.0)	812 (44.2)	728 (39.6)	674 (36.7)	30 (1.6)
Students (in secondary schools)	278 (15.1)	105 (5.7)	117 (6.4)	77 (4.2)	68 (3.7)	17 (0.9)
Other (specify): District staff; guidance counselor; social worker; community; social service agencies; state Chapter 1 staff	21 (1.1)	117 (6.4)	140 (7.6)	149 (8.1)	144 (7.8)	25 (1.4)

17. What were the most important types of information examined in the comprehensive schoolwide project needs assessment of all students in this school? [Do not mark more than three.]

Number	%	(N=1,680)
1,469	87.4	Norm referenced standardized test scores
514	30.6	Criterion referenced standardized test scores
581	34.6	Drop-out, attendance, or retention rates
914	54.4	Classroom performance measures (e.g., end-of-unit tests, portfolios, report cards)
899	53.5	Surveys of teachers or parents concerning student educational needs
192	11.4	Student English proficiency levels
50	3.0	Other (specify): Multiple selection criteria; teacher recommendations; school safety; mobility rate; writing sample; reading levels

18. At any time during the planning or operation of the schoolwide project in this school, was a Chapter 1 program improvement plan being developed or implemented for this school as a result of average NCE gains below the state's standard or failure to make substantial progress on other desired outcomes? [Mark only one.]

Number	%	
679	36.9	Yes, and the schoolwide project plan became the program improvement plan
445	24.3	Yes, but the schoolwide project plan and the program improvement plan are separate
714	38.8	No [Skip to Question 20.]
1,838	100.0	

19. The Chapter 1 program improvement plan(s) for this school is (are) designed to improve student performance in the following instructional areas: [Mark all that apply.]

Number	%	(N=1,155)
1,068	92.5	Reading
597	51.7	Other Language Arts
919	79.6	Mathematics
157	13.6	Other (specify): Science; social studies; grades; attendance; promotions; discipline; self concept; parent involvement; computer literacy; higher order thinking skills; ESL; Study Skills

20. Which of the following have been introduced or significantly strengthened due to the operation of the schoolwide project? [Mark all that apply by circling either the "I" if introduced or the "S" if significantly strengthened.]

Introduced N	Introduced %	Strengthened N	Strengthened %	(N=1,885)
204	10.8	197	10.5	An extended school day
309	16.4	759	40.3	Reduced class size
192	10.2	706	37.5	Heterogeneous student grouping
234	12.4	590	31.3	Regrouping of students across classes for reading, language arts, or mathematics
221	11.7	263	14.0	Adoption/adaptation of a validated or exemplary program - indicate name and type of program/approach (examples provided below)
371	19.7	498	26.4	Adoption/adaptation of any generic instructional program or approach (e.g., whole language, cooperative learning) - describe briefly (see below)
372	19.7	1,200	63.7	Parent education/involvement activities
186	9.9	732	38.8	Student support services such as guidance or health care
214	11.4	706	37.5	Visits to students' homes by school personnel
108	5.7	476	25.3	Prekindergarten programs or a full-day kindergarten
253	13.4	1,202	63.8	Computer assisted instruction
173	9.2	1,374	72.9	Staff development activities
173	9.2	1,047	55.5	Supplemental instruction for low achieving students from certified professionals
272	14.4	964	51.1	Coordinated and integrated curriculum
50	2.7	91	4.8	Other (specify): Attendance program; integration; computer-take-home program; library services

Adoption/adaptation of a validated or exemplary program - indicate name and type of program/approach:

Writing to Read; Success for All; PACER (Paraprofessional Assisting Children Enhancing Reading; Basic Language Lab; Math Olympics; Reading Recovery; Junior Great Books; Discipline with Love and Logic; Room of Discovery; Math Their Way; Ferguson Florrisant Writing Program; LAMP (Language Arts Mastery Program); Open Court Reading-Writing Program; HOTS (Higher Order Thinking Skills); Corridor Initiative; TLC (Teaching and Learning with Computers); Write On; WICAT; HOSTS

Adoption/adaptation of any generic instructional program or approach (e.g., whole language, cooperative learning) - describe briefly:

CAI; Parallel Block Scheduling; Whole Language; Cooperative Learning; Thematic Teaching; Pair Reading; Career Linking; Developmentally Appropriate Practices; Essential Elements of Instruction; Literature-Based Reading; Holistic Teaching; Interdisciplinary Curriculum; Mastery Learning; Writing/Reading Across the Curriculum; Language Lab

21. If reduced class size was marked in Question 20 above, how many grades within the school have reduced class size due to this schoolwide project? [If reduced class size was not marked above, skip to Question 23.]

Mean	Median	Std Dev	Minimum	Maximum	N
3.9	3.0	2.2	1	14	942

22. For grades in which class size was reduced due to this schoolwide project, what was the average class size before and after making this reduction?

Average class size before reduction:

Mean	Median	Std Dev	Minimum	Maximum	N
27.0	27.0	4.3	10	44	983

Average class size after reduction:

Mean	Median	Std Dev	Minimum	Maximum	N
19.1	19.0	4.5	6	37	975

23. Within the schoolwide project, can Chapter 1 services be distinguished from the regular instructional program? [Mark only one.]

Number	%	
1,101	59.8	No
739	40.2	Yes (please explain):
		Additional instruction (43%); different service delivery model (33%); additional personnel (30%); computer assisted (19%); focus on math and
1,840	100.0	reading (16%); pull out (12%); more materials (7%); other (9%); no response (9%)

24. Were there any changes in the way private school students received Chapter 1 services at or near this school as a result of its operating a schoolwide project? [Mark only one.]

Number	%	
1,069	66.2	No private school students received Chapter 1 services at or near this school before it operated as a schoolwide project.
509	31.5	Private school students receive Chapter 1 services at or near this school in the same way as they did before the school operated a schoolwide project.
19	1.2	Private school students receive Chapter 1 services at or near this school in a different way than they did before the school operated a schoolwide project.
17	1.1	Private school students no longer receive Chapter 1 services at or near this school because such services have been declined by the private schools they attend.
1,614	100.0	

25. Who helped you decide to introduce or strengthen the strategies/program components marked in Question 20 on the previous page? [Mark all that apply.]

Number	%	(N=1,832)
230	12.6	No assistance in deciding to introduce or strengthen these strategies/program components was received from anyone outside the school [If marked, do not mark any other responses to this question.]
104	5.7	Institution of higher education
319	17.4	Chapter 1 Technical Assistance Center/Rural Technical Assistance Center
34	1.9	Federally supported educational laboratory or center
341	18.6	Staff from another schoolwide project
1,393	76.0	District Chapter 1 office staff
807	44.1	District staff other than Chapter 1 (e.g., superintendent, curriculum specialist, school board member)
288	15.7	SEA Chapter 1 staff
213	11.6	Independent consultant
245	13.4	Other (specify): Non-Chapter 1 SEA consultant; building teachers; community businesses and agencies; school team; parents

26. If you marked district staff (Chapter 1 or non-Chapter 1) in Question 25, what roles did these staff members play in deciding to introduce or strengthen the strategies/program components marked in Question 20? [Mark all that apply.]

Number	%	(N=1,783)
315	17.7	Did not mark district staff in Question 25 [If marked, do not mark any other responses to this question.]
1,279	71.7	Provided information about these strategies/components
373	20.9	Provided additional (non-Chapter 1) funding for these strategies/components
1,057	59.3	Provided in-service training
1,350	75.7	Provided leadership and encouragement
37	2.1	Other (specify):
		Helped delineate objectives and activities; brainstormed with school planning staff

27. How often do school district Chapter 1 personnel visit your school to monitor or provide assistance to your schoolwide project? [Mark only one.]

Number	%	
39	2.1	Never
472	25.5	1-3 times per year
306	16.5	4-6 times per year
1,036	55.9	More than 6 times per year
1,853	100.0	

28. How has the number of site visits made to your school by the district Chapter 1 office changed since this school became a schoolwide project? [Mark only one.]

Number	%	
841	45.7	There has been no change
925	50.2	District staff make more site visits to this school
76	4.1	District staff make fewer site visits to this school
1,842	100.0	

29. How has the amount of technical assistance provided to your school by the district Chapter 1 office changed since this school became a schoolwide project? [Mark only one.]

Number	%	
647	35.1	There has been no change
1,138	61.7	District staff provide more technical assistance to this school
59	3.2	District staff provide less technical assistance to this school
1,844	100.0	

30. Has the district Chapter 1 office changed its monitoring or technical assistance procedures for your school as a result of the establishment of the schoolwide project? [Mark only one.]

Number	%	
1,065	58.4	No
760	41.6	Yes (please explain):
1,825	100.0	More communication/time (44%); more monitoring your school as a result of the establishment of the schoolwide project? [Mark only one.](28%); more staff development (12%); changed evaluation criteria (9%); changed forms (5%); more done by principal (4%); more meetings (3%); other (19%); no response (8%)

31. For each of the groups listed below, indicate what training they received to help them implement the schoolwide project plan. [For each group, mark all that apply. Use the following legend to interpret the column headings.]

"Not Trained" = members of the group received no training to help implement the plan

"Materials" = provided with reading materials, audio tapes, or video tapes

"Workshops" = participated in workshops

"Conferences" = attended conferences

"Visited Schools" = visited other schools

"Other" = briefly describe any other type of training provided members of the group

Number (%) (N=1,848)

Type of Training

Group	Not Trained	Materials	Workshops	Conferences	Visited Schools	Other (specify)
Parents	242 (13.1)	990 (53.6)	1,147 (62.1)	784 (42.4)	501 (27.1)	104 (5.6)
Administrators	46 (2.5)	1,365 (73.9)	1,550 (83.9)	1,355 (73.3)	901 (48.8)	66 (3.6)
Teachers	45 (2.4)	1,552 (84.0)	1,610 (87.1)	1,226 (66.3)	799 (43.2)	71 (3.8)
Instructional Aides	188 (10.2)	1,208 (65.4)	1,300 (70.3)	658 (35.6)	313 (16.9)	63 (3.4)
Librarians	275 (14.9)	1,015 (54.9)	978 (52.9)	553 (29.9)	252 (13.6)	44 (2.4)
Pupil Services Personnel	264 (14.3)	763 (41.3)	789 (42.7)	555 (30.0)	317 (17.2)	47 (2.5)
Students (in secondary schools)	198 (10.7)	129 (7.0)	50 (2.7)	40 (2.2)	23 (1.2)	28 (1.5)
Other (specify)	17 (0.9)	67 (3.6)	68 (3.7)	54 (2.9)	39 (2.1)	22 (1.2)

Guidance counselor; curriculum assistant; parent trainer

32. School improvement efforts are not restricted to Chapter 1 programs or schoolwide projects. Which of the following are major components of any school improvement efforts in this school whether or not they are part of the schoolwide project? [Mark all that apply and rank the top three components that are marked.]

Number	%	(N=1,885)
1,543	81.9	Improving the school's atmosphere or climate
1,314	69.7	Improving discipline and safety
1,629	86.4	Creating high expectations for student performance
1,256	66.6	Increasing teacher classroom management skills
1,357	72.0	Improving use of staff development
1,120	59.4	Increasing consensus on school goals
1,658	88.0	Increasing parent involvement
1,630	86.5	Improving the performance of low achieving students
1,697	90.0	Raising the achievement levels of all students
720	38.2	Enlarging the role of the school leader over instructional decisions
1,093	58.0	Increasing the amount of time teachers spend with students in individual help
130	6.9	Other (specify): Increasing self-esteem; increasing attendance; seeking cooperation of other agencies; implementing new instructional strategies; expanding curriculum

Rank 1st N (%)	Rank 2nd N (%)	Rank 3rd N (%)	
112 (7.7)	150 (10.4)	176 (12.2)	Improving the school's atmosphere or climate
47 (3.2)	72 (5.0)	101 (7.1)	Improving discipline and safety
288 (19.9)	226 (15.6)	216 (15.0)	Creating high expectations for student performance
8 (0.6)	39 (2.7)	59 (4.1)	Increasing teacher classroom management skills
24 (1.7)	72 (5.0)	112 (7.8)	Improving use of staff development
24 (1.7)	35 (2.4)	42 (2.9)	Increasing consensus on school goals
64 (4.4)	227 (15.7)	403 (28.0)	Increasing parent involvement
334 (23.1)	242 (16.8)	87 (6.1)	Improving the performance of low achieving students
494 (34.1)	325 (22.5)	161 (11.2)	Raising the achievement levels of all students
9 (0.6)	10 (0.7)	22 (1.5)	Enlarging the role of the school leader over instructional decisions
35 (2.4)	38 (2.6)	51 (3.5)	Increasing the amount of time teachers spend with students in individual help
8 (0.6)	8 (0.6)	8 (0.6)	Other (specify)
1,447 (100)	1,444 (100)	1,438 (100)	

33. Are any of the components of improvement efforts in your school that were marked in your response to Question 32 not part of your schoolwide project? [Mark only one.]

Number	%	
304	17.9	Yes
1,396	82.1	No
1,700	100.0	

34. What are the problems involved with implementing the school improvement efforts described in Question 32 above? [Mark one column for each problem.]

Number (%) (N=1,817)

Problems	Major Problem	Minor Problem	No Problem
Teacher time and energy	564 (31.1)	753 (41.4)	500 (27.5)
Money and/or resources	634 (34.9)	653 (35.9)	530 (29.2)
Arranging for staff development	297 (16.3)	793 (43.7)	727 (40.0)
Maintaining communication about the effort	165 (9.1)	764 (42.0)	888 (48.9)
Constraints of the physical plant	441 (24.3)	594 (32.7)	782 (43.0)
Lack of staff skills that were required	137 (7.5)	759 (41.8)	921 (50.7)
Slow progress in reaching goals	370 (20.4)	949 (52.2)	498 (27.4)
Staff disagreement over goals	46 (2.5)	338 (18.6)	1,433 (78.9)
Unanticipated crises	156 (8.6)	573 (31.5)	1,088 (59.9)
Lack of parent involvement	594 (32.7)	821 (45.2)	402 (22.1)
Other (specify):	65 (3.6)	16 (0.9)	1,736 (95.5)
Community expectations and life style; transient students			

35. During the 1990-91 school year (including the summer of 1991), approximately how many hours of staff development did the typical teacher in this school receive? [Enter "0" if teachers did not receive any staff development.]

Mean	Median	Std Dev	Minimum	Maximum	N
29.0	24.0	24.9	0	284	1,807

36. During the 1990-91 school year (including the summer of 1991), in what areas was staff development provided to teachers in this school? [Mark all that apply.]

Number	%	(N=1,875)
1,385	73.9	Instruction for low achieving students
1,263	67.4	Interpreting achievement test information
1,290	68.8	Classroom management techniques
1,571	83.8	Reading/language arts instruction
1,360	72.5	Mathematics instruction
1,159	61.8	Higher order thinking skills
878	46.8	Other curriculum content
675	36.0	School based management
1,081	57.7	Parent involvement
669	35.7	Integration of supplemental services
308	16.4	Other (specify):
		Parallel block scheduling; staff relationships; drug education; learning disabilities; multicultural education; developmentally appropriate practices; computer technology; school goals development; self-esteem

37. Indicate the extent that parents of any students are involved in the following activities relating to this school's overall instructional program during this school year. [Mark one column for each activity.]

Number (%)

Activity	Very Involved	Somewhat Involved	Not Involved	Activity Not Offered	Total
Attending meetings of the parent-teacher association	459 (25.2)	1,168 (64.2)	58 (3.2)	134 (7.4)	1,819 (100)
Informal parent-teacher contacts	883 (48.3)	927 (50.7)	9 (0.5)	9 (0.5)	1,828 (100)
Attending meetings of parent advisory organization for special programs	402 (22.2)	1,212 (67.1)	126 (7.0)	66 (3.7)	1,806 (100)
Advising on the design of special programs	165 (9.3)	1,203 (67.7)	334 (18.8)	75 (4.2)	1,777 (100)
Participating in policy decisions	233 (13.1)	1,100 (61.8)	368 (20.7)	78 (4.4)	1,779 (100)
Serving as volunteers in the school	607 (33.4)	1,066 (58.6)	120 (6.6)	25 (1.4)	1,818 (100)
Fund raising and other support activities	690 (38.2)	963 (53.2)	104 (5.7)	52 (2.9)	1,809 (100)
Helping the students with schoolwork at home	307 (17.1)	1,403 (78.0)	67 (3.7)	21 (1.2)	1,798 (100)
Participating in school-based adult education or family literacy program	164 (9.4)	764 (43.8)	224 (12.8)	594 (34.0)	1,746 (100)

38. For how many previous school years (not counting the current school year) has this school operated a schoolwide project under the requirements of the Hawkins-Stafford Amendments? [Mark only one.]

Number	%	
613	32.7	None - this is the first year of the schoolwide project [Answer Questions 39 - 41.]
571	30.4	One year [Answer Questions 39 - 41.]
514	27.4	Two years [Answer Questions 39 - 41.]
179	9.5	Three years [Skip to Question 42.]
1,877	100.0	

Items 39 - 41 were completed only by schools that had operated a schoolwide project for less than three years (not counting the 1991-92 school year).

39. Which method of accountability comparison does the current schoolwide project plan indicate will be used at the end of the current three-year application period? [Mark only one.]

Number	%	
345	22.6	The Other Schools method (comparison is with Chapter 1 students in other schools for the same three-year period)
1,183	77.4	The Same School method (comparison is with Chapter 1 students in the same school for the previous three-year period)
1,528	100.0	

40. Which of the following measures of achievement does the current schoolwide project plan indicate will be used in the accountability comparisons made at the end of the current three-year application period? [Mark all that apply.]

Number	%	(N=1,684)
1,555	92.3	NCE gains on norm referenced achievement tests
435	25.8	Criterion referenced achievement tests
297	17.6	Writing samples
245	14.5	End of unit/chapter tests
341	20.2	Mastery checklists
392	23.3	Grades
180	10.7	Basal levels
144	8.6	Class or homework assignments
84	5.0	Dropout rate [secondary schools only]
96	5.7	Retention rate [secondary schools only]
60	3.6	Graduation rate [secondary schools only]
169	10.0	Other (specify):
		Attitudes; self-esteem; attendance; student interpersonal relations; parent involvement; exit rates; portfolio assessment; staff surveys

41. If any preliminary accountability comparisons have been made, based on the first or second year results, does the preponderance of evidence (i.e., the majority of comparisons or the average comparison) favor the schoolwide project? [Mark only one.]

Number	%	
919	59.2	Not Applicable - results of preliminary comparisons are not available
558	35.9	Yes
76	4.9	No
1,553	100.0	

Items 42 - 45 were completed only by schools that had operated a schoolwide project for the past three years (not counting the 1991-92 school year).

42. Which method of accountability comparison was used at the end of the past three-year application period? [Mark only one.]

Number	%	
64	38.6	The Other Schools method (comparison is with Chapter 1 students in other schools for the same three-year period)
102	61.4	The Same School method (comparison is with Chapter 1 students in the same school for the previous three-year period)
166	100.0	

43. Which of the following measures of achievement were used in the accountability comparisons made at the end of the past three-year application period? [Mark all that apply.]

Number	%	(N=179)
150	83.8	NCE gains on norm referenced achievement tests
43	24.0	Criterion referenced achievement tests
27	15.1	Writing samples
27	15.1	End of unit/chapter tests
33	18.4	Mastery checklists
57	31.8	Grades
32	17.9	Basal levels
12	6.7	Class or homework assignments
4	2.2	Dropout rate [secondary schools only]
2	1.1	Retention rate [secondary schools only]
2	1.1	Graduation rate [secondary schools only]
16	8.9	Other (specify):
		Attendance

44. Based on the results of the accountability comparisons for the past three-year application period, does the preponderance of evidence (i.e., the majority of comparisons or the average comparison) favor the schoolwide project? [Mark only one.]

Number	%	
26	15.6	Not Applicable - results of accountability comparisons are not available
130	77.8	Yes
11	6.6	No
167	100.0	

45. Based on the results of the accountability comparisons for the past three-year application period, which of the following patterns of results best represents any evidence which favored the schoolwide project over the three-year period? [Mark only one.]

Number	%	
29	17.9	Not Applicable - results of accountability comparisons are not available
22	13.6	Comparisons are based only on the last year in the three-year period
62	38.3	Evidence favoring the schoolwide project generally increased over time
4	2.5	Evidence favoring the schoolwide project generally decreased over time
12	7.4	Evidence favoring the schoolwide project was strongest in the middle year
7	4.3	Evidence favoring the schoolwide project was strongest in the first and third years
26	16.0	Evidence favoring the schoolwide project was about the same each year
162	100.0	

46. For each of the groups listed below, indicate how they were involved in the development and implementation of the accountability requirement comparisons. [For each group, mark all that apply. Use the following legend to interpret the column headings.]

"Not Involved" = members of the group were not involved in the accountability comparisons

"Planned" = participated in planning how comparisons could be made

"Made Comparisons" = assisted in carrying out comparisons

"Reported Results" = assisted in interpreting/reporting the results of the comparisons

"Received Results" = were informed of the results of the comparisons

"Other" = briefly describe any other type of involvement for members of the group

Number (%) (N=1,814)

Type of Involvement

Group	Not Involved	Planned	Made Comparisons	Reported Results	Received Results	Other (specify)
Parents	363 (20.0)	604 (33.3)	158 (8.7)	131 (7.2)	859 (47.4)	34 (1.9)
Administrators	55 (3.0)	1,254 (69.2)	980 (54.1)	1,021 (56.3)	1,003 (55.3)	17 (0.9)
Teachers	78 (4.3)	1,085 (59.8)	870 (48.0)	792 (43.7)	1,076 (59.3)	11 (0.6)
Instructional Aides	311 (17.2)	656 (36.2)	364 (20.1)	293 (16.2)	802 (44.2)	9 (0.5)
Librarians	355 (19.6)	579 (31.9)	318 (17.5)	251 (13.8)	654 (36.1)	13 (0.7)
Pupil Services Personnel	279 (15.4)	552 (30.4)	420 (23.2)	430 (23.7)	620 (34.2)	16 (0.9)
Students (in secondary schools)	193 (10.6)	59 (3.3)	16 (0.9)	13 (0.7)	90 (5.0)	5 (0.3)
Other (specify) Evaluator; counselor	29 (1.6)	85 (4.7)	61 (3.4)	66 (3.6)	67 (3.7)	19 (1.0)

47. In which of the following areas has this school experienced difficulty in developing or implementing the accountability comparisons required for schoolwide projects? [Mark all that apply.]

Number	%	(N=1,611)
957	59.4	There have been no difficulties. [If marked, do not mark any other responses to this question.]
303	18.8	Availability of the data required for comparisons
252	15.6	Determining which students would be included in the analyses
262	16.3	Deciding which test scores and other measurements to include in the analyses
225	14.0	Availability of qualified staff to collect data and/or conduct the analyses
131	8.1	Other (specify):
		Time; building staff not involved; lack of validity of measures

48. In which of the following ways has the schoolwide project contributed to greater cooperation and coordination across categorical programs in the school? [Mark all that apply.]

Number	%	(N=1,709)
19	1.1	The schoolwide project has not contributed to greater cooperation and coordination [If marked, do not mark any other responses to this question.]
1,265	74.0	Improved scheduling of services to students
1,287	75.3	Improved staffing of services to students
1,513	88.5	More flexible use of instructional materials
1,411	82.6	More flexible use of equipment
1,159	67.8	More appropriate service delivery models
1,203	70.4	More effective/efficient staff in-service training
79	4.6	Other (specify):
		Better rapport with parents and community; more flexible use of aides; more collaboration among teachers; better needs assessment

49. Describe the major advantages of having a schoolwide project. [Use the space below.]

Percentages	(N=1,886)
35	Serve more students
31	Easier to meet needs
31	Smaller class size
26	Better use of materials
25	Improved scheduling of services
24	More resources available
20	Different teaching strategies
20	More professional development
18	Flexibility in staffing
17	Better coordination
16	More parent involvement
13	Shared decision making
12	Improved school climate
12	Students not labelled
8	Decentralization
6	Eliminates problems with categorical programs
5	Increase achievement
4	More productive planning
3	Less recordkeeping
2	Improved perception of school
1	More positive attitudes toward Chapter 1
8	Other
12	No response

50. Describe the major disadvantages of having a schoolwide project. [Use the space below.]

Percentages	(N=1,886)
30	No disadvantages
12	Paperwork
8	Time required
5	Limited funding
4	Chapter 1 students receive less service
3	Difficulty understanding requirements
3	Reliance on NCE gains
3	Innappropriate accountability design
3	Additional training needed
3	Insufficient building control of program
3	Building consensus
2	Fear of losing funding
2	Need more than 3 years
2	Mobility of students
2	Response indicates misunderstanding of law
2	Response was positive
1	Maintenance of effort/comparability
1	Home problems continue
1	Evaluation based on Chapter 1 only
1	Scheduling problems
1	Decreased funding for other schools
1	75% requirement
11	Other
15	No Response

51. Describe any changes you believe should be made in the Chapter 1 legislation regarding schoolwide projects. [Use the space below.]

Percentages	(N=1,886)
18	No changes to suggest
10	Less reliance on NCE gains
7	Increase funding
7	More fluid use of funds
7	Lower poverty percentage requirement
5	Lengthen number of years
5	Response indicates misunderstanding of law
3	Reduce paperwork
3	Simplify procedures
1	Eliminate accountability requirement
1	Less complex evaluation requirement
1	Do not allow other school comparison
1	Evaluations should consider external problems
1	Measure growth of all children
1	Require staff training
1	Require parent involvement/training
1	Allow one year continuation
1	Evaluation criteria should not change over 3 year period
1	Factor in attendance
16	Other
36	No response

Appendix IV

Tabulation of District Questionnaire Responses

1. How many public schools are operating in this school district?

Mean	Median	Std Dev	Minimum	Maximum	N
29.5	10	71.2	1	1,050	423

2. How many students are enrolled in this school district?

Mean	Median	Std Dev	Minimum	Maximum	N
20,140.2	5,000.0	63,271.6	47	971,000	425

3. Which of the following best describes the area in which the majority of this school district's students reside? [Mark only one.]

Number	%	
108	25.2	Urban/Central City
62	14.5	Urban Fringe/Suburban
104	24.3	Small Town or Community (more than 50 miles from a major metropolitan area)
154	36.0	Rural
428	100.0	

4. What percentage of the students enrolled in this school district belong to the following racial/ethnic groups?

Mean Percentage	(N=415)
3.7	American Indian or Alaskan Native
1.9	Asian or Pacific Islander
32.4	Black, not Hispanic
19.1	Hispanic
42.9	White, not Hispanic

5. What percentage of the students enrolled in this school district are considered to be limited English proficient (LEP)?

Mean	Median	Std Dev	Minimum	Maximum	N
11.8	1.0	21.2	0	100	406

6. As reported in the current Chapter 1 project application, what is the districtwide poverty level in this school district? [Report as a percentage.]

Mean	Median	Std Dev	Minimum	Maximum	N
60.3	60.0	21.7	6.6	100	418

7. What information did this school district use to determine poverty levels for the current Chapter 1 project application? [Mark all that apply.]

Number	%	(N=428)
52	12.1	Family receives AFDC.
415	97.0	Student is eligible for free or reduced lunch prices.
12	2.8	Other (specify):
		Refuge Assistance Act; eligibility for free milk; foster care

8. How many students enrolled in this school district are considered to be educationally deprived or disadvantaged (would be eligible to receive Chapter 1 services if sufficient funds were available)?

Mean	Median	Std Dev	Minimum	Maximum	N
7,847.3	2,204.0	27,359.1	28	397,717	403

9. How many students in this school district are receiving Chapter 1 services? [Include all educationally disadvantaged students in schoolwide projects.]

Mean	Median	Std Dev	Minimum	Maximum	N
4,722.6	1509.0	17,397.6	28	227,382	407

10. What is the approved Chapter 1 basic grant budget for the current (1991-92) school year? [Include concentration grants and carryover.]

Mean	Median	Std Dev	Minimum	Maximum	N
4,661,451.43	1,083,942.50	23,427,375.70	7,818	440,118,736	420

11. How many public schools in this school district offer Chapter 1 services to students?

Mean	Median	Std Dev	Minimum	Maximum	N
17.3	7.0	40.1	1	633	429

12. As reported in this school district's current Chapter 1 project application, how many of the public schools providing Chapter 1 services have a poverty level of at least 75%?

Mean	Median	Std Dev	Minimum	Maximum	N
7.6	3.0	24.4	0	401	423

13. How many of the public schools in this school district are providing Chapter 1 services through a schoolwide project?

Mean	Median	Std Dev	Minimum	Maximum	N
4.5	2.0	9.9	1	117	429

Items 14 - 19 were skipped if all public schools providing Chapter 1 services in the school district operated schoolwide projects.

14. In what subjects and grade spans are Chapter 1 instructional services provided in Chapter 1 schools without schoolwide projects? [Mark all that apply. If at least one Chapter 1 school without a schoolwide project offers Chapter 1 instructional services in a subject in at least one grade in a grade span, mark that subject in that grade span.]

Number (%) (N=327)

Grade Span	Reading	Other Language Arts	Math	Other	Description of Other
PreK & K	136 (41.6)	83 (25.4)	103 (31.5)	42 (12.8)	Language development; developmental growth; CAI (Mobius); perceptual motor; readiness; gross motor; ESL
1 - 3	280 (85.6)	115 (35.2)	213 (65.1)	22 (6.7)	Problem solving; HOTS; social science; science; ESL; computer literacy
4 - 6	280 (85.6)	118 (36.1)	229 (70.0)	23 (7.0)	HOTS; problem solving; Learner Assistance Program: social science; science: ESL; study skills
7 - 9	192 (58.7)	112 (34.3)	167 (51.1)	27 (8.3)	Problem solving; HOTS; social science; science; study skills; ESL
10 - 12	66 (20.2)	55 (16.8)	67 (20.5)	13 (4.0)	Social science; science; ESL

15. In what areas and grade spans are Chapter 1 supporting services provided in Chapter 1 schools without schoolwide projects? [Mark all that apply. If at least one Chapter 1 school without a schoolwide project offers Chapter 1 supporting services in an area in at least one grade in a grade span, mark that area in that grade span.]

Number (%) (N=339)

Grade Span	Social Work/ Guidance	Health/ Nutrition	Pupil Transport-ation	Other	Description of Other
PreK & K	74 (21.8)	47 (13.9)	28 (8.3)	32 (9.4)	Staff development; parent involvement; clothing; cultural enrichment
1 - 3	103 (30.4)	66 (19.5)	23 (6.8)	44 (13.0)	Staff development; parent involvement; clothing; fine arts; library skills
4 - 6	99 (29.2)	65 (19.2)	21 (6.2)	42 (12.4)	Staff development; parent involvement; clothing; library skills
7 - 9	65 (19.2)	53 (15.6)	11 (3.2)	31 (9.1)	Staff development; clothing
10 - 12	34 (10.0)	31 (9.1)	6 (1.8)	17 (5.0)	Staff development

16. In your judgment, has the operation of schoolwide projects in this school district had any of the following impacts on the Chapter 1 services that are provided in Chapter 1 schools without schoolwide projects? [Mark all that apply.]

Number	%	(N=339)
100	29.5	Chapter 1 services in schools without schoolwide projects have remained essentially the same; Chapter 1 services in the schoolwide project school(s) are funded at about the same level as they were before the operation of schoolwide projects in this district.
222	65.5	Chapter 1 services in schools without schoolwide projects have remained essentially the same; increases in Chapter 1 funds for the district have been used to provide additional services in the schoolwide project school(s).
10	2.9	Fewer schools are providing Chapter 1 services.
21	6.2	Chapter 1 schools without schoolwide projects are providing fewer Chapter 1 services to about the same number of students as before.
19	5.6	Chapter 1 schools without schoolwide projects are providing about the same Chapter 1 services to fewer students than before.

17. How are staff development activities in this district's schoolwide project schools different from staff development activities in Chapter 1 schools without schoolwide projects? [Mark all that apply.]

Number	%	(N=333)
54	16.2	There is no difference. [If marked, do not mark any other responses to this question.]
183	55.0	More hours are devoted to staff development in schoolwide project schools.
231	69.4	Staff development in schoolwide project schools is more inclusive of all teachers.
132	39.6	Staff development in schoolwide project schools is more focused on serving educationally disadvantaged students.
38	11.4	There are other differences. (please explain): Schoolwide project (SWP) teachers visit other schools; Staff development in SWP schools is more focused on goals of project; SWP staff attend conferences; SWP staff development is more articulated with regular program; Less staff development in SWP due to increased number of staff

18. Overall, how has the frequency of site visits to schoolwide project schools by the district Chapter 1 office compared to the frequency of site visits to Chapter 1 schools without schoolwide projects? [Mark only one.]

Number	%	
148	44.6	Site visits are made more often to schoolwide project schools than to Chapter 1 schools without schoolwide projects.
8	2.4	Site visits are made less often to schoolwide project schools than to Chapter 1 schools without schoolwide projects.
176	53.0	There is no difference in the frequency with which district staff make site visits to schoolwide project schools and Chapter 1 schools without schoolwide projects.
332	100.0	

19. Overall, how has the amount of technical assistance provided to schoolwide project schools by the district Chapter 1 office compared to the amount of technical assistance provided to Chapter 1 schools without schoolwide projects.? [Mark only one.]

Number	%	
184	55.3	More technical assistance is provided to schoolwide project schools than to Chapter 1 schools without schoolwide projects.
5	1.5	Less technical assistance is provided to schoolwide project schools than to Chapter 1 schools without schoolwide projects.
144	43.2	There is no difference in the amount of technical assistance provided by district staff to schoolwide project schools and Chapter 1 schools without schoolwide projects.
333	100.0	

20. Has the district Chapter 1 office changed its school monitoring or technical assistance procedures as a result of the establishment of schoolwide projects? [Mark only one.]

Number	%	
264	62.3	No
160	37.7	Yes (please explain):
424	100.0	More communication/time (40%); more monitoring (36%); changed evaluation criteria (10%); more staff development (6%); more done by principal (6%); more meetings (6%); changed forms (3%); other (25%); no response (6%)

21. What were the most significant obstacles or problems encountered in applying for schoolwide projects in this district? [Do not mark more than three obstacles/problems.]

Number	%	(N=415)
196	47.1	No obstacles or problems were encountered [If marked, do not mark any other responses to this question.]
59	14.2	Insufficient information about how to apply for a schoolwide project
89	21.4	Lack of resources (e.g., staff, time, materials) for planning the schoolwide project
7	1.7	Lack of support from state or local Chapter 1 administration
7	1.7	Lack of support from school administration
15	3.6	Lack of support from instructional staff
21	5.1	Lack of support from parents
40	9.6	Disagreement on how to structure the schoolwide project
141	34.0	Difficulty in planning how to meet the three year accountability requirement
44	10.6	Other (specify):
		Collection of additional required information; fear of losing schoolwide status, especially due to maintenance of effort requirement; high student transiency; lack of effective schoolwide project models; fluctuating poverty status

22. Have the school-level data required for the accountability comparisons been available for each schoolwide project? [Mark only one.]

Number	%	
66	16.0	No
346	84.0	Yes [If marked, skip to Question 24.]
412	100.0	

23. What actions were taken as a result of the unavailability of school-level data? [Mark all that apply.]

Number	%	(N=64)
22	34.4	No action taken yet. [If marked, do not mark any other responses to this question.]
9	14.1	The schoolwide project plan was amended to use a different method for conducting the accountability comparison.
2	3.1	Test publishers were asked to provide additional subtest scores for measuring advanced skills.
24	37.5	The SEA Chapter 1 office was asked for assistance.
10	15.6	The Chapter 1 TAC or Rural TAC was asked for assistance.
6	9.4	An outside evaluation consultant was asked for assistance.
8	12.5	Other (specify):
		Looking for previous evaluation reports

24. Has the district experienced difficulty in identifying which students to include in the analyses for the accountability comparisons for any of the schoolwide projects? [Mark only one.]

Number	%	
342	81.8	No [If marked, skip to Question 26.]
76	18.2	Yes
418	100.0	

25. What actions were taken as a result of the difficulty in identifying which students to include in the accountability analyses? [Mark all that apply.]

Number	%	(N=74)
27	36.5	No action taken yet. [If marked, do not mark any other responses to this question.]
35	47.3	Contacted the SEA Chapter 1 office for assistance
16	21.6	Contacted the Chapter 1 TAC or Rural TAC for assistance
8	10.8	Requested assistance from an outside evaluation consultant
8	10.8	Other (specify):
		Talked with other LEAs; attended schoolwide project forums; assigned additional tasks to existing staff; proposed changing accountability method

26. Has the district experienced difficulty in deciding which test scores or other measurements to include in the accountability analyses for any of the schoolwide projects? [Mark only one.]

Number	%	
340	81.1	No [If marked, skip to Question 28.]
79	18.9	Yes
419	100.0	

27. What actions were taken as a result of the difficulty in deciding which test scores or other measurements to include in the accountability analyses? [Mark all that apply.]

Number	%	(N=77)
23	29.9	No action taken yet. [If marked, do not mark any other responses to this question.]
6	7.8	Consulted the publisher of the test or other measure
41	53.2	Contacted the SEA Chapter 1 office for assistance
19	24.7	Contacted the Chapter 1 TAC or Rural TAC for assistance
7	9.1	Requested assistance from an outside evaluation consultant
11	14.3	Other (specify):
		Consulted with LEA staff; talked with other LEAs; attended schoolwide project forums; examined testing alternatives; proposed changing accountability method

28. Have there been qualified district staff available to collect and analyze the data for the accountability comparisons for each schoolwide project? [Mark only one.]

Number	%	
71	17.0	No
347	83.0	Yes [If marked, skip to Question 30.]
418	100.0	

29. What actions were taken as a result of qualified district staff being unavailable to collect or analyze the data for the accountability comparisons? [Mark all that apply.]

Number	%	(N=64)
29	45.3	No action taken yet. [If marked, do not mark any other responses to this question.]
16	25.0	Assistance was obtained from an outside evaluation consultant
14	21.9	Assistance was obtained from the SEA Chapter 1 office
10	15.6	Assistance was obtained from the Chapter 1 TAC or Rural TAC
9	14.1	Other (specify):
		Changed LEA staff responsibilities; extended LEA staff contracts

30. Have any other problems been experienced in implementing the accountability comparisons for the schoolwide projects in your district? [Mark only one.]

Number	%	
324	79.2	No
85	20.8	Yes (please explain):
		Accessing test data (40%); changing tests (24%); other testing difficulties (21%); student mobility (11%); first year problems (10%); no response (4%)
409	100.0	

31. In which of the following ways have the schoolwide projects in this district contributed to greater cooperation and coordination across categorical programs in the schools where they are operating? [Mark all that apply.]

Number	%	(N=411)
5	1.2	The schoolwide projects have not contributed to greater cooperation and coordination [If marked, do not mark any other responses to this question.]
326	79.3	Improved scheduling of services to students
314	76.4	Improved staffing of services to students
382	92.9	More flexible use of instructional materials
364	88.6	More flexible use of equipment
299	72.7	More appropriate service delivery models
299	72.7	More effective/efficient staff in-service training
41	10.0	Other (specify):
		Improved relations among school and LEA/county personnel; improved parent involvement; improved school/community relations; elevated Chapter 1 to equal footing with other LEA instruction; students no longer labelled; improved relations among school staff; improved school staff morale; more planning time available; less paperwork to be processed

32. List the major advantages of having schoolwide projects in this district. [Use the space below.]

Percentages	(N=430)
39	Serve more students
34	Improved scheduling of services
32	Better use of materials
28	Easier to meet needs
24	Shared decision making
23	Better coordination
21	Students not labelled
21	Flexibility in staffing
19	Smaller class size
19	More professional development
19	More parent involvement
14	Improved school climate
14	Different teaching strategies
14	Eliminates problems with categorical programs
11	More resources available
9	Decentralization
7	Improved attitude toward Chapter 1
5	More productive planning
4	Less recordkeeping
4	Increased student achievement
3	Improved perception of school
9	Other
6	No response

33. List the major disadvantages of having schoolwide projects in this district. [Use the space below.]

Percentages	(N=430)
33	No disadvantages
12	Paperwork
10	Time required
8	Decreased funding for other schools
7	Maintenance of effort/comparability
7	Chapter 1 students receive less services
7	Limited funding
5	Difficulty understanding requirements
5	Inappropriate accountability design
4	Need more than 3 years
4	Response was positive
3	Fear of losing funding
3	Additional training needed
3	75% requirement
3	Building consensus
2	Reliance on NCE gains
2	Mobility of students
1	Home problems continue
1	Evaluation based on Chapter 1 only
1	Insufficient building control of program
1	Response indicates misunderstanding of law
1	Scheduling problems
14	Other
11	No response

Appendix V

Common Themes from Schoolwide Project Case Studies

Six schools were examined for the case study portion of the schoolwide projects study. These schools are demographically and geographically diverse, but the students in the schools are among the most disadvantaged in the United States in terms of poverty, community characteristics and educational achievement. While the schools started at different times and took different paths in planning and implementing schoolwide projects, common themes emerged in both process and practices which can increase our understanding of how successful schoolwide projects operate in different settings. As noted in the methodology section, these schools--and by extension the common themes--should not be considered representative of all schoolwide projects. However, their experience can help inform both practice and legislation.

Serving Very Disadvantaged Students: School Characteristics

While the schools selected for the case studies are diverse in many ways, they are similar in that all serve extremely disadvantaged students. All of the schools have a poverty level of 84% or greater (based on free or reduced lunch) and two-thirds of the schools have poverty levels greater than 90% The percent of educationally disadvantaged students ranges from 50% to 100%, with five of the six schools serving 80% or more of educationally disadvantaged students. At the time they chose to become a schoolwide project, the average student test scores were consistently at the bottom of district and national scores. Violence, drugs, and murder are too often a part of these students' lives, yet the schools--for the most part--have become successful in providing a safe and positive learning environment.

Five of the six schools profiled in the case studies are elementary schools. Most serve students through the fifth or sixth grade, but one is a K-2 school. Three of the elementary schools have pre-kindergarten programs. The sixth school is a middle school serving grades six to eight. The schools range in size from four hundred to one thousand students.

The schools are located in six states from different areas of the country (Ganado, Arizona; Los Angeles, California; Louisville, Kentucky; Providence, Rhode Island; North Charleston, South Carolina and Yakima, Washington). Four of the schools are in urban areas and one is on the fringe of an urban area. In contrast, the Arizona school is in an isolated rural area on the Navajo reservation.

Racially and ethnically, the school populations are symbolic of the diversity in the United States. Three of the schools have mixed African American, Hispanic, Asian and white populations. In the other three schools, the students are predominately of one racial group; African American, Native American, or white. Some of the schools have a high percentage of LEP students, others have almost none. In one school children of migrant workers, many of whom are in the area for only part of the school year, make up 58% of the school enrollment.

Teachers, Administrators and Community

A surprising feature of the teaching staff in the schools was the relatively low turnover (only a few teachers per year) either at the time of becoming a schoolwide project or since becoming one. Only one school had a high rate of staff turnover. Approximately one-third of the teachers at Yakima are new every year. The other schools implemented the changes described with basically the same staff as they had before becoming a schoolwide project. Considering the amount of additional work required for developing team based management, reorganizing service delivery, planning and implementing curricular changes, the staff stability is especially notable.

The schools, with the exception of Yakima, have changed from schools teachers avoided to schools to which teachers request a transfer. This permits the schools to hire qualified teachers who are committed to the goals of the schoolwide project. Administrators at the schools with low turnover consider a belief in the philosophy of their schoolwide project and high expectations for all students prerequisites for teaching in the school. The principal in Ganado said that the last time he advertised for two openings, he had approximately ninety responses (compared to almost none when he became principal). In reality, he now selects most of his teachers from the many who student teach at his school.

In Los Angeles, because the school is part of the Ten School Program to develop model schools for African American and Hispanic students, all administrators and teachers were interviewed before being selected for the school. The staff had to make a five year commitment to the school and the initiative. They have just started their second five years, with very little turnover. Los Angeles does have some difficulty recruiting the most qualified teachers because of Office of Civil Rights (OCR) requirements for racial balance among teaching staff. The school is located in the area affected by last April's riots, and despite extensive advertising, very few white teachers apply for positions in the school. However, there are qualified minority teachers who would like to teach there and whom the principal would like to hire, but can not, because of OCR requirements.

While the teaching and administrative staff at some of the schools did not reflect the racial and ethnic diversity of the students, all of the schools attempted to provide positive racial and ethnic role models through the extensive use of teacher aides, parent volunteers and community involvement. Two of the schools with bilingual populations, Ganado and Yakima, also have bilingual principals.

Planning, Implementing and Sustaining a Schoolwide Project: Leadership and Commitment

The schools varied considerably in the length of time they had been a schoolwide project, but all projects still call for a substantial amount of time and commitment from teachers and administrators. The Ganado school has been a schoolwide project since 1985 (before Hawkins-Stafford), while the North Charleston school was starting its second year of implementation when it was visited. Yet, the staff at all of the schools commented on the demand the schoolwide project placed on their time and energy. This was the major disadvantage of schoolwide projects mentioned by the teachers. The multiple programs, intensive staff development and team planning require committed, enthusiastic, high energy teachers.

It should be noted that schoolwide projects are never fully implemented, but are constantly evolving. Successful programs are refined and new ones which have promise are added. Up-to-date information, better technology, changes in students' needs and a better understanding of what works and doesn't work in the school all contribute to the ongoing change.

In the case studies, someone, but not always the principal, had an active leadership role in the initial planning and implementation of the schoolwide project. The principal was the primary influence at four of the six schools, while the other two schools followed different paths to becoming schoolwide projects. In Yakima, the decision was to go with a strong district push for schoolwide projects and the building Chapter 1 Coordinator is considered a major contributor to the development and implementation of the schoolwide plan. The principal is considered supportive but has little involvement. However, he is an important link to the largely Hispanic community.

In Providence the decision to implement a schoolwide project resulted from a convergence of interests and the frustration of the district administration and the school faculty with conditions at the school. A committee of teachers from the school met with a district superintendent, who suggested they utilize the schoolwide project as a strategy for changing the school. The school hired

a consultant who worked with a committee of administrators, teachers and parents to develop the schoolwide project plan. There is a new principal at the school this year who has not yet become involved with the schoolwide project.

It is interesting to note that in two of the schools, while the principal is now a recognized leader of the schoolwide project effort, the principal did not make the initial decision to become a schoolwide project. In Louisville, the school staff voted to become a schoolwide project only after rejecting the concept twice. During the planning stage in North Charleston the current principal was temporarily replacing the regular principal who was on active duty with Desert Storm. The district told her to plan the project, which was initiated in response to being in joint program improvement, as if she would be the one to implement it. She subsequently became principal and implemented the project she had helped plan.

In four schools where the principals were leaders in implementing the schoolwide project, they continue to play a leadership role in maintaining the interest, commitment and energy level of the staff. There are many facets to this leadership. The principals lead by example, being very active at both the administrative and instructional levels. They bring new ideas to the school and encourage others to find and share new approaches. Most are able to cut through red tape and maximize flexibility in acquiring resources and implementing programs. The principals respect their staff, support staff development and give teachers freedom to make decisions. They know both students and staff on a personal level and spend much of their time where the students are, rather than in their offices.

In several of the schools (Los Angeles, Louisville, North Charleston and Providence) there was a convergence of school, district and community interests at the time the decision was made to become a schoolwide project. This not only made it easier to gain support for the effort of planning and implementing the project, but also meant resources from the community were more readily available.

Creativity: Revenue, Resources and Reform

All of the schools used a variety of resources (money, material and people) in planning, implementing and sustaining their schoolwide projects. Most of the schools have state and/or district funded initiatives and grants to help support their efforts. In addition, many of the schools piece together every other available community, district or state source of funds. All of the case study schools were extremely creative in both identifying and using resources to gain the maximum benefit

from what was available. Part of their strategy is targeting those ideas and programs which they believe are most important and concentrating resources in those areas.

State and district supported initiatives include the following. In Los Angeles the district Ten Schools Program provides funds to reduce class size, hire extra instructional and support staff, finance staff development, and until this year offer an extended year school program. The district also received waivers from the state to combine state school integration funds, Chapter 1 funds, state school improvement funds and foundation grants. North Charleston receives money from the state sponsored School Incentive Reward Program to fund a half-day class for the most at-risk preschool children. At the district level, the school is involved in Target 2000, an initiative to reduce drop-out rates.

Providence is one of six districts in the United States selected to participate in Equity 2000, a College Board program to increase the number of academically prepared minority and disadvantaged students who will enter and graduate from college. School improvement in Providence is also supported by the Rhode Island Statewide Systemic Initiative for Science and Mathematics, a NSF-supported program. Yakima receives funding as one of 33 districts in a Washington State initiative known as Schools for the 21st Century. The school, which is a middle school, is a magnet school for global studies and a magnet school for technology and science.

Louisville benefits from the district sponsored, nationally recognized Gheens Academy for professional development. In addition, Louisville is implementing one of the most comprehensive statewide initiatives in system reform, the Kentucky Education Reform Act. Ganado is the only school not involved in major district or state initiative or reform.

For all of the schools, district and state support is helpful in cutting through red tape and using available resources in the most effective way. However, some district policies not related to schoolwide projects, such as the OCR regulations in Los Angeles, were seen as counter productive and a barrier to full implementation of what the schools hope to accomplish.

All of the schools acquire and use many sources of funding in addition to state and district money. For example, Yakima has secured private funding to operate supplemental programs such as adult literacy and adult English as a Second Language labs, career exploration partnerships through the local community college, substance abuse prevention, tutoring and the Read A Great Story program which involves parents in reading with children.

The multiple reforms and initiatives that the schools are involved in cause very little conflict with each other or with planning and implementing a schoolwide project. One reason for the lack

of conflict might be that most schoolwide projects were initiated at the same time as the other reforms or after the other reforms had started. Also, changes affecting an entire school system are automatically rolled into a schoolwide project because the project serves the entire school. As the researchers at the Louisville school noted, "The feature that is most striking about the state and county level school reform and improvement efforts and ... the schoolwide program is that they are barely distinguishable from one another." An advantage of the multiple reform efforts for the schools visited was the other reform efforts put more money and resources into the school. This had the effect of increasing the flexibility of where the schoolwide projects could use Chapter 1 funds without imposing barriers for serving those most in need.

For schools identified for program improvement or joint program improvement, the schoolwide project became their program improvement plan. These schools did not feel the regulations for either schoolwide projects or program improvement created problems for planning or implementing the other. However, administrators at some of the schools commented that the chaos of implementing major organizational and curricular change affected the test scores used in Chapter 1 evaluation. Not only did some of the test scores not show improvement the first year of schoolwide project implementation, some projects experienced a drop in scores which put them into program improvement. They felt this should be taken into consideration when evaluating schoolwide projects and when identifying schools for program improvement.

Instructional Practices: The Classroom and Beyond

All of the researchers described evidence of a constructive learning environment in the schools they visited. This included both the physical environment and the school climate. Although the schools are located in older buildings in economically depressed areas, the facilities were kept clean and well maintained. Inside, cheerfully painted walls served as the background for awards recognizing school and student achievements, for displaying all types of student work and for posters encouraging students to achieve their potential. A literacy-rich environment was evident in both the halls and the classrooms.

Overall, students and staff appeared confident and proud of their schools. The schools were not quiet, but the activity communicated a sense of purpose and a focus on learning. Even though several of the schools are located in areas where there is much violence and despair, the schools themselves felt safe. They are often an island of relative calm and hope within the community.

One major change resulting from schoolwide projects was the elimination of traditional Chapter 1 pull-out programs. In the past, a large percentage of students were pulled out at various times for special instruction or assistance, fragmenting teaching and learning. Students who were receiving supplemental instruction often missed part of what was being taught in the regular classroom. The only remnant of pull-out is dividing classes into smaller groups (usually half of the class) that either meet with another teacher or go to the computer laboratory. This reduces the student/teacher ratio for language arts or math. The smaller groups in some schools remain heterogeneous, in others the small groups are more homogeneous. In five of the six schools, smaller class size was described as both a goal of the schoolwide project and a substantial benefit of implementing a schoolwide project.

An additional benefit of eliminating pull-out programs is that students are no longer identified to their teachers and peers as Chapter 1 students, often perceived as a negative label. In some of the schools such as Ganado, the special education students are also fully integrated into classes.

With an end to Chapter 1 pull-out came a shift in perceived responsibility for Chapter 1 students. Classroom teachers now feel responsible for all students in their room. Too often in the past, Chapter 1 students were seen as the responsibility of the Chapter 1 teacher. The classroom teacher did not feel responsible for ensuring these student achieved what other students in their classes did. Both classroom teachers and those who had previously been Chapter 1 teachers commented on this major change in how teachers thought about students.

The amount of physical resources within the classrooms reflected in part the length of time the school had been a schoolwide project. The longer the school had been a schoolwide project, the more resources there were in the classrooms. Resources once purchased exclusively for the use of Chapter 1 students and kept locked in the Chapter l rooms are now available for use by the entire school. Several schools set up libraries where the old Chapter l resources could be checked out. Some of these resources are also available for parents to take home. Now resources such as Big Books and classroom sets of books are purchased for entire classes and used on a regular basis. Some of the classroom teachers commented they felt they had been given the key to a treasure box. It was also evident that there had been resentment because the schools had been unable to afford some basic materials for the regular classroom, while the federally funded Chapter 1 program had an abundance of materials, some of it still in the original wrappers.

Several of the schools extended the school day and/or the school year, thus increasing the instructional time for students. These programs are considered an important part of the Chapter 1

schoolwide project because they target the most educationally disadvantaged students. However, many of the programs are funded by sources other than Chapter 1. Los Angeles, Providence, North Charleston, and Yakima all have extended the school day for students needing additional help. In Los Angeles teachers tutor their own low achieving students after school one day per week. In North Charleston, the Boys and Girls Club, whose members are the 10 lowest performing students in each grade, meets two days a week after school. Snacks and individualized attention make the club appealing to the students, but if they miss three sessions, they are dropped.

Three schools, Los Angeles, North Charleston, and Yakima have extended year programs. North Charleston's summer program is one of several in the district targeting those schools with the most at-risk students. Yakima runs a summer program using state funding for compensatory education. Los Angeles had a 20 day summer program until this year, when district funds for the program were eliminated in a budget reduction.

The instructional programs and instructional approaches used by the schools in the case studies are as varied as the schools themselves. A common denominator is a focus on language and literacy through a variety of programs and initiatives involving the entire school. Some of the most frequently used were literature-based instruction, Reading Recovery, and cooperative learning. This last was especially popular. Teachers attributed the expanded use of cooperative instruction to the heterogeneous groupings made possible by schoolwide projects. Multi-age classrooms in two of the schools were also seen as a direct benefit of schoolwide projects. Descriptions of the many instructional settings and stratagies in use can be seen in the individual case write-ups.

In most of the schools there is an on-going effort to select books, pictures and themes which are representative of the ethnic make-up of the community. In some schools, the multicultural emphasis is integrated into the very core of the curriculum and school environment. For example, at the school on the Navajo reservation, the children are taught the Navajo language in addition to English, there is a Navajo cultural program as part of the curriculum, and the new school building was designed to incorporate Navajo traditions and beliefs. The South Carolina school, located in a predominately African American neighborhood, was renamed as a tribute to the African American Astronaut, Ronald E. McNair. His mother visits the school and talks about the importance of aiming to be the best or as the sign by the main door says "Reach for the Stars."

In one school there was a noticeable mismatch between instruction and the students' ethnic heritage. At Yakima the instructional strategy resulting most directly from the Chapter 1 schoolwide project was the implementation of a computer learning lab. However, the computer lab software is

only in English, while 38% of the students speak only Spanish or have limited English proficiency.

Five of the schools visited make extensive use of computer laboratories although they used different computer programs and different approaches to integrating student work in the computer laboratory with classroom work. All brought entire classes to the laboratories several times a week on a regular basis. Several of the schools used Chapter 1 funds to purchase the equipment for the laboratories. The success of the computer laboratories varied among schools. In some schools, many children said it was their favorite part of the school day and the school was able to demonstrate substantial gains in reading, writing or math related programs. At the other extreme is the exclusive use of computer software which is not available in the predominant language of a third of the students.

Support services, which are viewed as necessary to support academic achievement, are provided in all of the schools. The economic conditions in the communities exposes the children to multiple risk factors which the schools attempt to address or alleviate. Many of the support services had been in place before the schools became schoolwide projects. Being a schoolwide projects made it possible to expand the services or to pay for them differently. Four of the elementary schools have guidance counselors. Several of the schools also have drug and alcohol awareness programs. Advisor/advisee programs linking at-risk students with a specific adult or older child are popular. Louisville has a successful peer mediation program.

Staff Development

Staff development is a major component of all of the schoolwide projects studied. Three of the more extensive staff development programs are in the Los Angeles, Louisville, and North Charleston schools. Increasing teachers' ability to deliver good instruction is a focus of staff development in all of the schools. Other areas of training are governance strategies such as team based management and/or techniques for modifying student behavior. The extent to which staff development was directly connected to implementation of the schoolwide project goals differed among the schools. Overall, there was a tendency to offer choices from an interesting menu rather than a coherent plan to reach the stated objectives of the schoolwide project.

Most of the schools participate in district or state programs which include extended staff development. In Los Angeles, all schools in the Ten School Program have 20 days of required staff development each summer. This has increased from 14 days per year the first five years. The program director and staff from the ten schools work out the staff development plan each year.

Topics have included multi-cultural perspectives, integrating teaching across the curriculum, developing thematic units, literature-based instruction, hands-on learning, cooperative learning, and writing.

The Jefferson County Public Schools, which includes Louisville, offer one of the most comprehensive and diverse professional development programs in the country. The primary vehicle for staff development is the Gheens Academy, established through a foundation grant. The Academy's activities encompass both the Kentucky Education Reform Act of 1990 and the district's thrust of success for all students. It provides a variety of opportunities through a partnership with such diverse organizations as the University of Louisville Center for Excellence, the National Education Associates Learning Lab Network, the Coalition of Essential Schools, and the National Center for Restructuring Education, Schools and Teaching.

In Yakima, the district sponsors implementation of the Outcome Driven Developmental Model (ODDM). Over 100 staff members have training in the ODDM process. The intent is that the initiative be self-sustaining after the 21st Century Schools Grant is gone. This commitment involves intensive training for a year, usually in the form of two summer sessions. Components include using research, consensus decision making, control theory, mastery-based instructional strategies and a Reality Therapy approach to helping students take responsibility for their own behavior. Almost none of the Yakima staff who received this training have left the district. Even retiring teachers have offered to stay on as trainers. Josten computer lab training is also offered on an ongoing basis.

The Charleston school differs from the above in that although it has received good support from the district, the district does not have an over-arching staff development plan. Charleston is also unique in that they developed a long term staff development plan tied to implementing their schoolwide project. A schoolwide retreat held during the first summer provided all staff with an overview of the goals, strategies, and organization of the schoolwide project. In addition during the first year, a semester-long course was sponsored by the school on the schoolwide project and the at-risk learner. Awareness level training was provided for the entire staff on whole language, the NCTM standards and math manipulatives, questioning strategies, cooperative learning, writing across the curriculum and effective discipline. The summer retreat was repeated last summer with an emphasis on team building and planning. During the second year, all staff are participating in a graduate course in "Cooperative Discipline" and one on "Teaching Reading Through a Literature Emphasis."

Low turnover of the teaching and administrative staff permits schools to move forward with their staff development programs. They are not compelled to spend time and resources each year bringing large numbers of new teachers up to the knowledge level of the other staff, a problem cited by Yakima.

In most of the schools, teachers incorporate what they learn about instructional practices into their classrooms as they see fit. This means some teachers may not implement a specific instructional strategy, others may do so only superficially, and some may alter their teaching approach dramatically. The disadvantage of this approach is that the extent a student can potentially benefit from a new strategy or program depends on which teacher the student has. The inconsistency in implementation also makes evaluating the effectiveness of any specific new instructional strategy almost impossible. The positive aspect, especially in schoolwide projects where several major changes and innovations are occurring simultaneously, is that teachers are less likely to be overwhelmed by the changes and by the extensive demands on their time, and are less likely to burn-out. In one of the schools, Ganado, which has been a schoolwide project for several years, it was evident that the longer a strategy had been in use in the school, the greater the implementation across and within classes. Some teachers just took longer to accept and use a new approach.

Changes which alter the structure of the organization (i.e. the class goes to the computer lab daily or Chapter 1 total integration into the classroom) had the most complete implementation and acceptance. Several factors may have contributed to this acceptance: in five schools the organizational changes resulted in smaller class sizes, something all teachers appreciated; the structural changes were already an accomplished fact at the time of the case studies while many of the instructional strategies were in the implementation stage; once a new organizational structure was in place the teachers had to adapt and this adaption led to acceptance; and/or buy-in for the changes may have occurred as part of the decision making process to implement the changes. Most teachers supported the structural and service delivery changes in their schools.

Teachers see staff development as a bonus. Staff development is an opportunity to learn new teaching methods to use with their classes, a chance to take classes and advance their own educational goals, and an occasion to talk, share experiences and join in a common purpose. For teachers in locations distant from a college or university, the opportunity to take courses is especially welcomed. Sometimes schools brought instructors into the schools, other times groups of teachers traveled together to participate in a course that had been arranged to be compatible with their schedules.

There was agreement among those interviewed that it would not be possible to implement a successful schoolwide project--one that would make a difference in the school--without extensive, ongoing staff development. The researchers from their perspective of studying the schools, added two other conditions for the most effective staff development in a schoolwide project. There should be a long-term plan for staff development and the plan should be directly tied to the goals and objectives of the schoolwide project.

Parents as Teachers and Learners

All of the schools believed that parent involvement was important and all felt it was an area where they had been less than successful in the past. With the schoolwide project came an increase in outreach to parents, often focusing on meeting the parents' needs as a first priority and/or having fun activities for the whole family. Several of the schools have parent education programs, some of which include home visits. Some offer literacy training or GED preparation at the school. The literacy training often takes place during the day and brings parents into the school with their children. The GED preparation most frequently makes use of the computer laboratories in the evening. A frequent comment was that the schoolwide project made the GED training possible and this in turn made the school a more comfortable place for parents to come for other reasons. The schools stated they had experienced an increase in parent involvement, especially of traditionally hard to reach parents, since becoming a schoolwide project.

Parent and community volunteers bring the diversity of the community into the school. They provide positive role models the children can identify with, make the school a more integral part of the community, and are visible evidence of the importance of the role of parents in their children's education.

Conclusion

One of the most difficult aspects in examining the impact of schoolwide projects is the interconnectedness of all that goes on in the schools and in the community. To the extent the various initiatives and programs support each other and a broader vision, it is almost impossible to say any one or two things are a direct result of only the schoolwide project. Yet, it was clear, that in the schools visited adopting the schoolwide project helped to stimulate change and energize people to put the pieces together in new and creative ways. The perceived freedom from fiscal regulations

went far beyond the impact of the actual change in regulations. In the better schoolwide projects, it became a starting point for thinking differently about what should go on in schools.